DOCUMENT RESUME

ED 242 511 SE 044 157

TITLE	Math for Kindergarten: October. The Best of BES - Basic Educational Skills Materials.
INSTITUTION	Coachella Valley Unified School District, Thermal, CA.; Southwest Educational Development Lab., Austin, Tex.
SPONS AGENCY	Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE	[78]
NOTE	142p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Basic Skills; Early Childhood Education; *Elementary School Mathematics; Instructional Materials; Kindergarten; Kindergarten Children; Learning Activities; *Mathematics Instruction; Mathematics Materials; Mathematics Skills; Parent Participation; Units of Study; Young Children
IDENTIFIERS	Basic Educational Skills Project; Flannel Boards; Head Start Supplementary Training Program; PF Project

ABSTRACT

One of a series of documents produced by a nationwide network of early childhood education specialists, teachers, parents, and Head Start staff, the unit provides 75 mathematics lessons for kindergarteners. Built around an October theme, the lessons include activities on one-to-one correspondence, money, time, counting, ordering, classifying, number recognition, joining sets, separating sets, geometric shapes, size, measuring, number stories, logical thinking, and cooking. Student worksheets, learning objectives, concept words, illustrations, suggested materials, procedural descriptions, and parent participation ideas are included in each lesson. The document concludes with a flannel board story in both English and Spanish. Directions and flannel board patterns are included. (LH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
✓ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED242511

Math for Kindergarten: October

The Best of BES -
Basic Educational Skills Materials

1978

The Best of BES
Made by Teachers
Compiled by SEDC, Austin, TX
Funded by ACYF, Washington, DC

Southwest Educational Development Lab
Austin, Texas

and

Coachella Valley Unified School District
thermal, California

SE 044 157

INTRODUCTION

Young children use math daily. When the child uses terms such as "big and little, first and last, longer than, round, short, less, and more," they are using basic mathematical concepts. By the time children enter kindergarten some of these words are part of their vocabulary. The teacher is aware that occasions for counting and using numbers occur from the beginning of school. The 75 lessons presented here will provide the teacher with activities to reinforce many situations and to introduce new ones.

October Index

Fall Leaves (1-1 correspondence). 3
Katy No Pocket (1st, 2nd, 3rd). 5
Monster Tears (1-1 correspondence). 12
Matching (1-1 correspondence). 13
The Three Bears (classifying). 15
Bracelets (ordering). 18
The People on the Bus (number recognition) 19
Letter to parents of safety. 20
Witches - Choice (classifying). 21
Five Little Pumpkins (Counting). 24
Letter to Parents (recognition 1-10). 26
Halloween Spooks "N Things (sorting) 27
Get in Line Little Ghosts (number order). 30
Bean Machine (forming sets). 32
Draw Me a Set (joining sets). 33
What Color Are Your Shoes? (joining sets). 34
Is One Enough? (joining sets). 35
Jump Rope Sets (joining sets). 36
Five Little Pumpkins (joining sets) 37
Pumpkin Shuffle (joining sets). 38
Seed Split (separating sets). 42
Sorting On the Overhead(separating sets). 43
Mrs. Monkey (separating sets) 46
Which Has More? 48
Leaf Separations (separating sets). 49
Cinco Centavos Cafes (separating sets). 50
Make-A-Set (separating sets). 51
Halloween Subtraction (flannel board). 52
"Pointing" (geometry). 56
Find a Fish (geometry). 57
Make A Shape (geometry). 58
Step and Tell (sorting, geometry). 60
Letter to parents on shapes 61
Paper Bag Blocks (geometry). 62
Jolly Jack-O-Lantern (geometry). 63
Sets of Shapes (geometry). 64
Black Circle Cats (geometry). 65
Letter to parents on shape, size. 66
Witches Haung (geometry). 67
Which is Taller (size) 69
The Line Up (height-length). 70
Paper People Line Up (height-length). 71
Crochilda's Carry (above-below). 72
Pin The Face On The Jack-O-Lantern 74
Pet Parade (graphing). 75
What Are You Wearing Today? (graphing). 76
Rockets to the Moon (measure). 77
Grrrr or Smile (graphing). 79
Jack-O-Lantern Puffs (recipe, measuring). 80
Measure of the Day (measuring) 81
Halloween Halves 82
Find-A-Half 84
Hidden Treasure (number story) 85
Shoe for Me and You (number story). 87
1 Little Spaceman (number story). 89

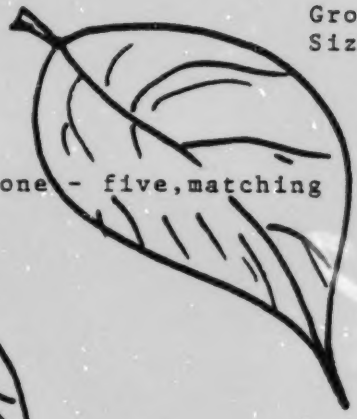
OCTOBER INDEX

Rocket Trip Panel (number story). 90
The Cat Fight (number story). 91
Barnyard Chaos (number story) 93
Pumpkins! Pumpkins! (number story) 94
Water Fun! (number story) 95
Club Members (logical thinking) 97
Graphing Favorite Fruits (logical thinking) 99
Story Sequencing (logical thinking) 100
Bats and Cats All in a Row (patterning) 101
Jack-O-Lantern Ghosts (patterning). 103
Patterns. 105
Halloween Halves 106
Let's Play Store (money). 108
Measuring and Comparing Time Units 109
The Number March (record) 110
Top and Bottom (book) 111
Ten Apples Up on Top (book) 112
A Ghost Story (book). 115
Letter to Parents on Cooking. 116
Lack-O-Lantern Juice (recipe) 117
Pumpkin Muffins (recipe). 118
Jack-O-Treats (recipe). 119
Doughnuts (recipe). 122
Orangatang (recipe) 123
The Witch's Mouse (flannel board story) 124

FALL LEAVES - ONE-TO-ONE CORRESPONDENCE

Group Size

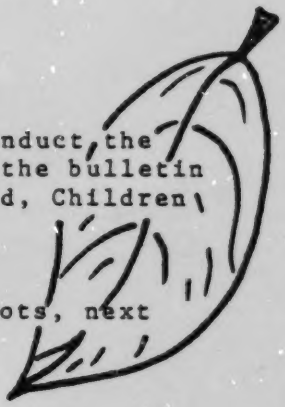
The child will be able to match dots to corresponding numbers 1 - 5.



Concept Words: Fall, leaves, one - five, matching

Materials:

Worksheets
Scissors
Paste
Crayons
Large tree (made out of brown paper) large leaves (10) painted fall color. First, teacher will conduct the idea of one-one corresponding with leaves on the bulletin boards. A large tree needs to be made. Second, Children will do work sheet.



Procedure:

The children will cut and paste leaves with dots, next to the matching leaf with the numeral on it.

Follow-up discussion:

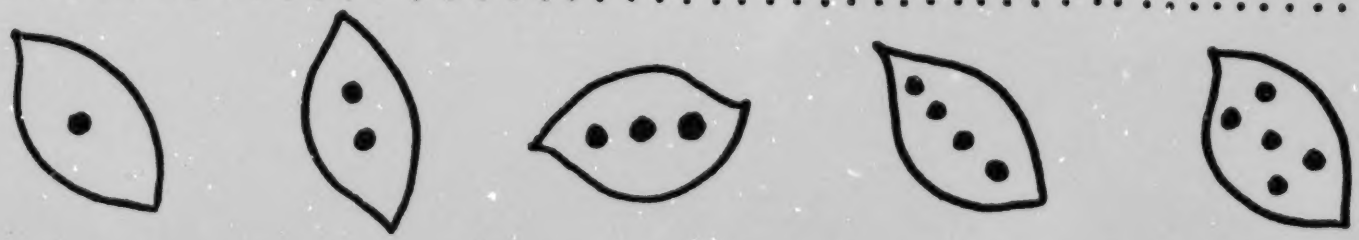
1. How many leaves (total) are on the tree?
2. What number is first? Second? Third? Fourth?

Integration of curriculum:

Making a set of 1 - 5 objects (fall leaves).

Parent participation:

3
2
4
1
5



KATY NO-POCKET

Oct.

Math

Group Size Class

Concept Words:
Kangaroo
pocket

Flannel board

Materials:

Katy No-Pocket by Emmy Payne

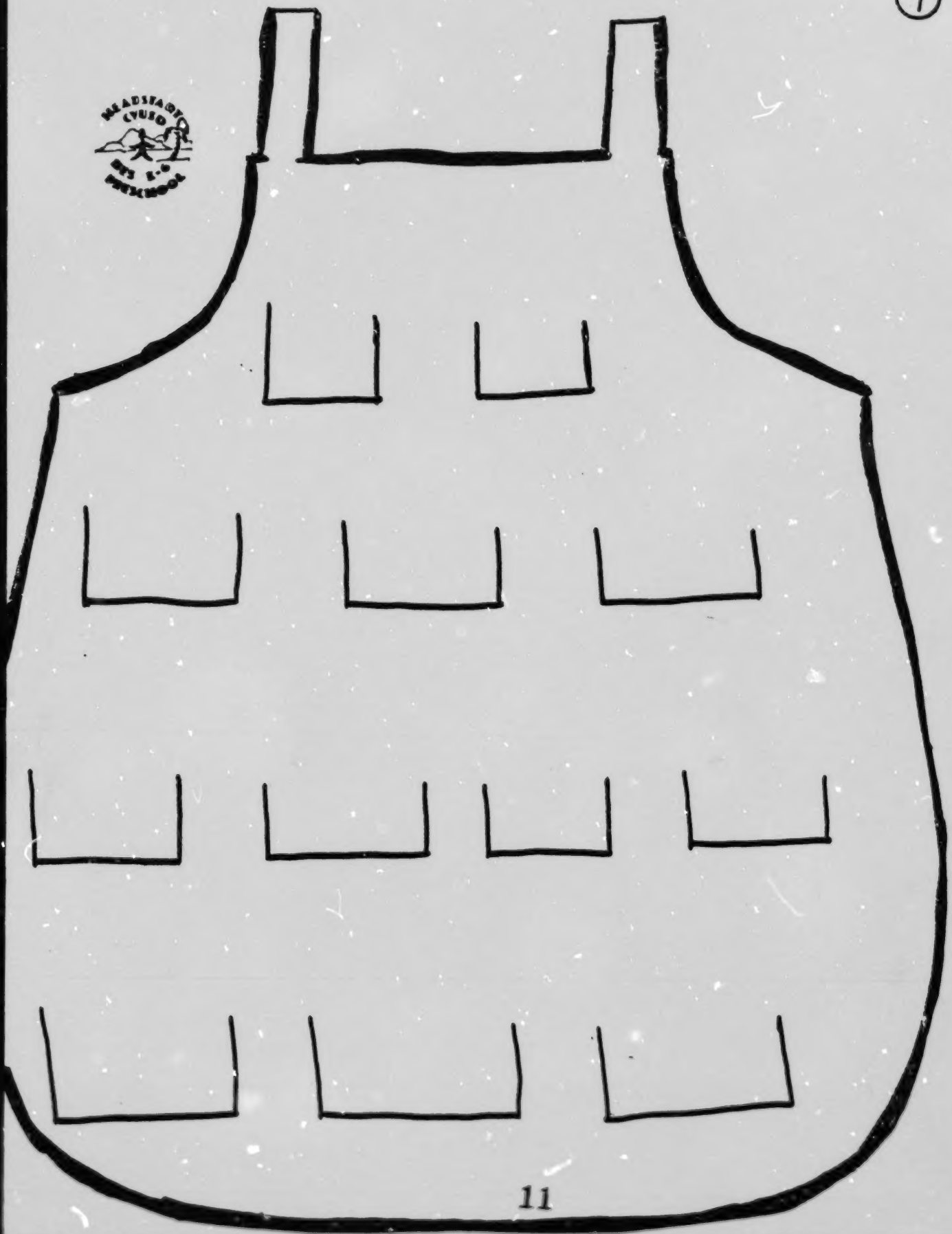
Picture of Katy blown up for bulletin board

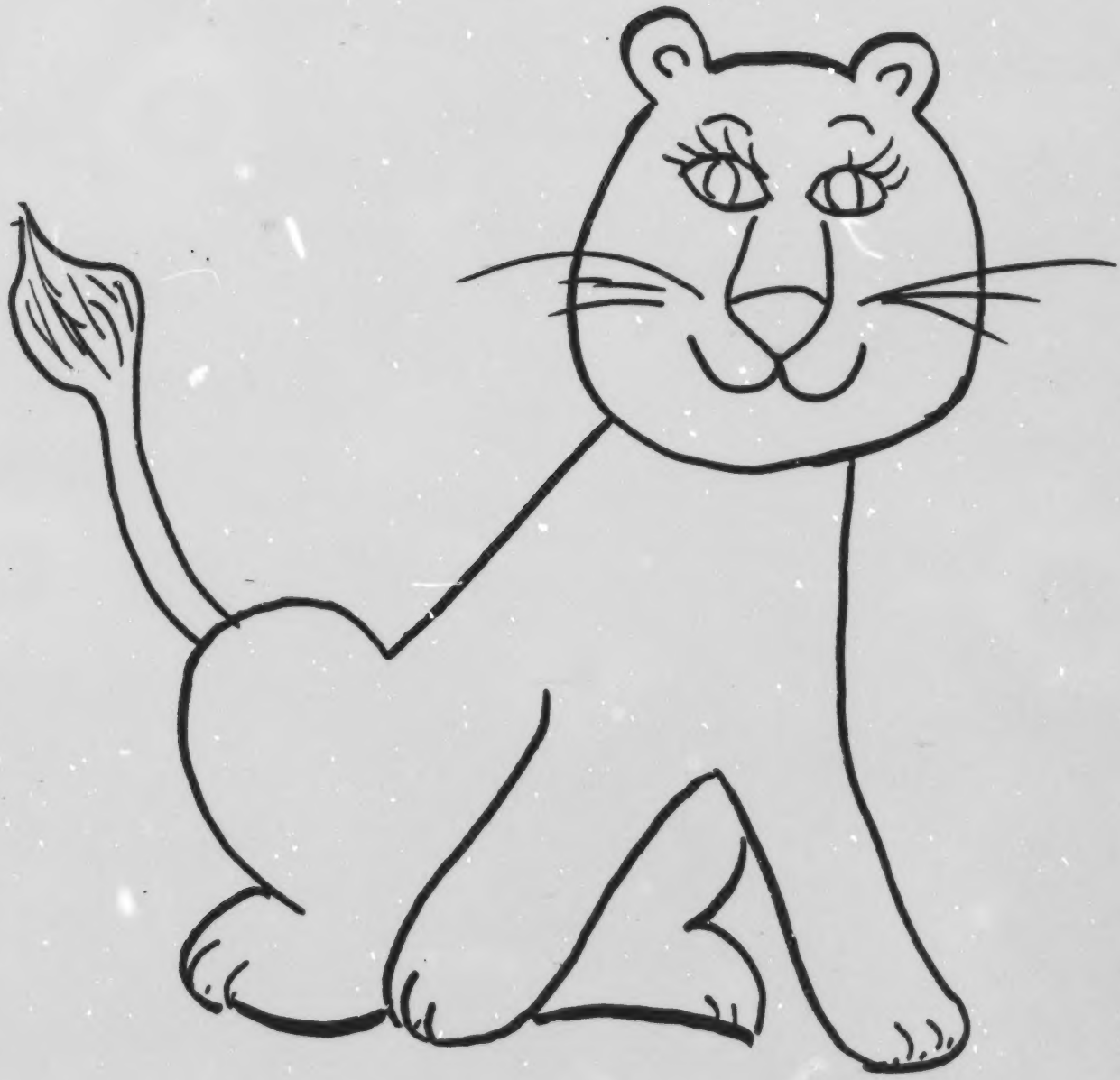
Procedure:

Read the book.
Elicit: Who is in the story:
Why is she sad?
Who did she meet first?
Who did she talk to next?

Integration of curriculum:

Parent participation:





(12)

Oct.-June

MONSTER TEARS

Math

Counting
One-to-one
Corres.

Group Size: Large or Small

Concept Words: one, two, three, four, five, six, seven, eight, nine, ten

Materials: 20 small rocks per student; piece construction paper each child.

Two counting tapes (teacher made) for tape player.

How to make your tapes: Count at one-second intervals.

Tape 1:

Side A	1-5	3 sec.	1-5	3 sec.	1-5	3 sec.		
Side B	1-10	pause	1-10	pause	1-10	pause		etc.

Tape 2:

Side A	1-15	1-15	1-15		etc.
Side B	1-20	1-20	1-20		

Procedure:

1. Give each child one piece of construction paper and 20 rocks.
2. Start tape.
3. Students count along with tape and place a rock (monsters tears) onto the paper as the number is recited.
4. Teacher moves amongst the students assisting as needed.

Integration of curriculum:

Counting sequence; one-to-one correspondence.

Parent participation:

(13)

Oct.

Math

One-to-one Matching

Group Size Class

MATCHING

One-to-one matching.

Concept Words: More, less, comparing, squirrel, acorn

Materials:

Crayons
Ditto sheet

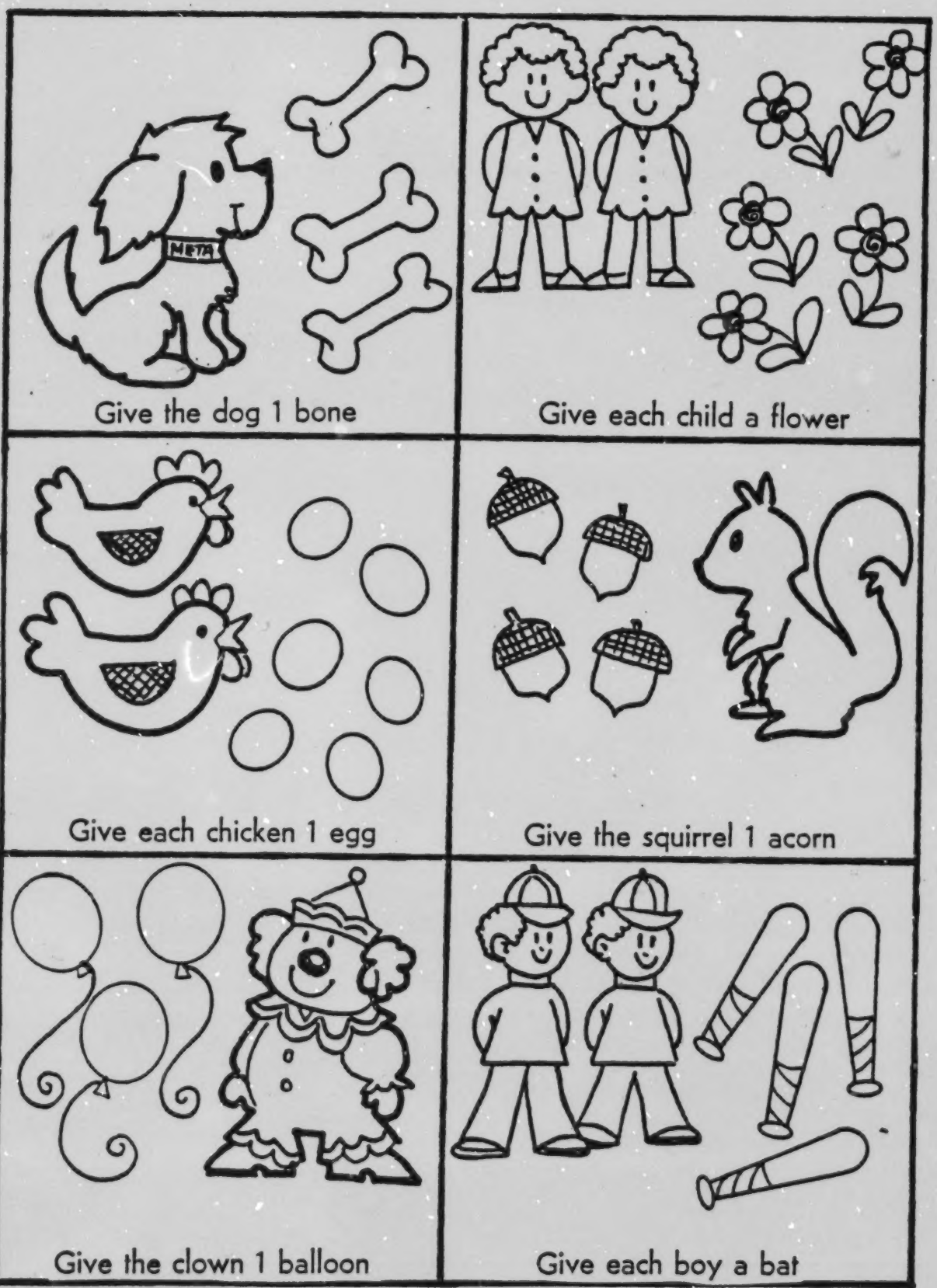
Procedure:

1. How many dogs are there?
2. How many bones are there?
3. Are there more dogs or bones?
4. What is an acorn?
5. Are there less boys than bats?

Integration of Curriculum:

Oral language; discuss objects that are on the page.

Parent participation:


Give the dog 1 bone
Give each child a flower
Give each chicken 1 egg
Give the squirrel 1 acorn
Give the clown 1 balloon
Give each boy a bat

(15)

Oct.

THE THREE BEARS

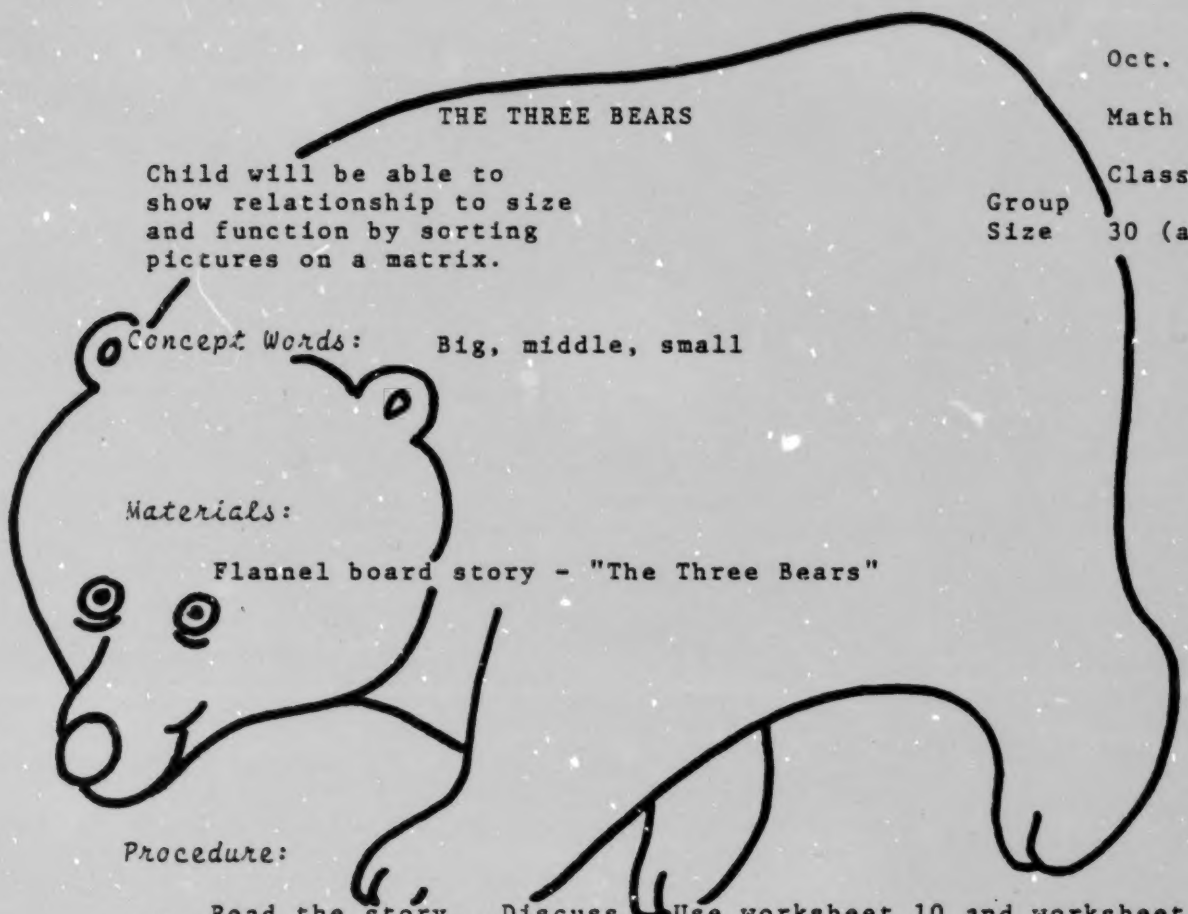
Math

Child will be able to show relationship to size and function by sorting pictures on a matrix.

Classifying

Group Size 30 (any size)

Concept Words: Big, middle, small



Materials:

Flannel board story - "The Three Bears"

Procedure:

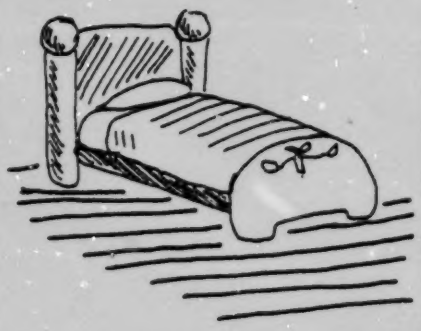
Read the story. Discuss. Use worksheet 10 and worksheet 7. Have children cut out the bears, bowls, chairs and beds and glue on matrix by size and function.

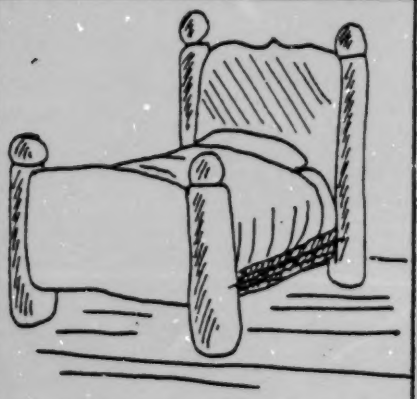
Teacher explanation: Cut out the bears and glue them in the top row of the box. Try to glue the biggest bear in the first box and the smallest bear in the last box. Now cut out the bowls, chairs and beds. Can you match them to the right bear?
Color your picture.

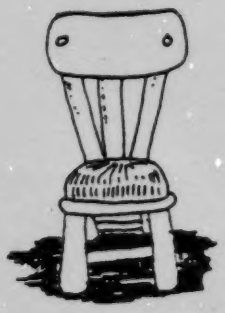
Integration of curriculum:

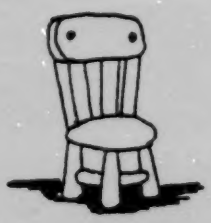
Reading comprehension; organize objects into rows and columns.

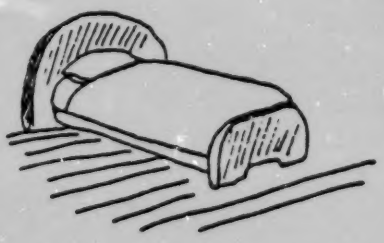
Parent participation:











(18)

Oct.

Math

Ordering Numerically

Group Size 6,7,8

BRACELETS

The child will be able to place bracelets with spots in order 1 - 5.

Concept Words: 1st, next, between, before

Materials:

5 sturdy plastic bracelets
Marking pen to write 1-5 on bracelets
Container for bracelets

Procedure:

The teacher asks, "Which number comes first? Can you find that number on one of the bracelets and put it on? Which one will you put on next? Which number comes after 1? Which number is between 3 and 5? How many bracelets are red, yellow? How many can you hold in one hand? Without peeking can you remember the color of bracelet number 1? How about number 2?

Integration of curriculum:

Oral language.

Parent participation:

(19)

Oct.

Math

Numerical Recognition

Group Size 15

THE PEOPLE ON THE BUS

To provide opportunity for numerical recognition and meaningful drill and written numbers

Concept Words: Row, passenger, seated, unseated

Materials:

13 chairs
flash cards 1 - 5

Procedure:

1. Have children arrange chairs in rows to form a make-believe bus.
2. Select one child to be the "bus driver" and give him a collection of cards numbered 1 - 5.
3. Select one child to be the "unseated passenger". As children sing one verse of "The People on the Bus", the unseated passenger moves up and down the row. When the singing stops, he stops beside a seated passenger.
4. The bus driver flashes a number card. If the unseated passenger names it first, he gets the seat and the child whose chair he takes becomes the unseated passenger. If the seated passenger names it first, "it" moves on for another turn and the game is repeated.

Integration of curriculum:

Music, numerical recognition.

Parent participation:

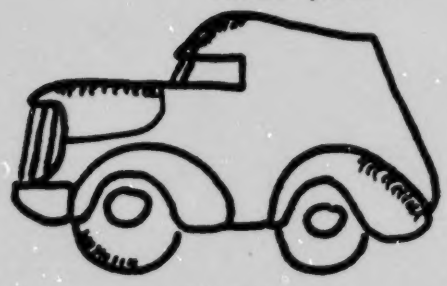
October

Dear Parents,

Today we learned about the different way we come to school, and how to get there safely. The children learned how to use a cross-walk, to walk on the sidewalk or far off the road, to wait at stop signs, stop lights and corners until it is safe to cross, to sit quietly back on the bus seat, to wait until vehicles are completely stopped, and to use seat belts if they are available.

Please help your child to remember the things we did and talked about today.

Thank you.



Sincerely,

Octubre

Estimados Padres,

Hoy aprendimos las diferentes maneras de ir a la escuela y como llegar con seguridad. Los niños aprendieron como cruzar la calle usando el cruce para peatones, y como caminar en la banqueta, lejos de la calle y de la carretera. También aprendieron a esperar en las señales y en los semáforos y las esquinas de las calles hasta que sea prudente cruzar. Además aprendieron a sentarse tranquilamente en un autobús escolar, y esperar hasta que esten parados todos los carros antes de cruzar la calle, y a usar el cinto de seguridad si los hay.

Favor de ayudar a su hijo/a a recordarse de las cosas que hicimos y que aprendimos hoy.

Sinceramente,

Oct.

WITCHES - CHOICE

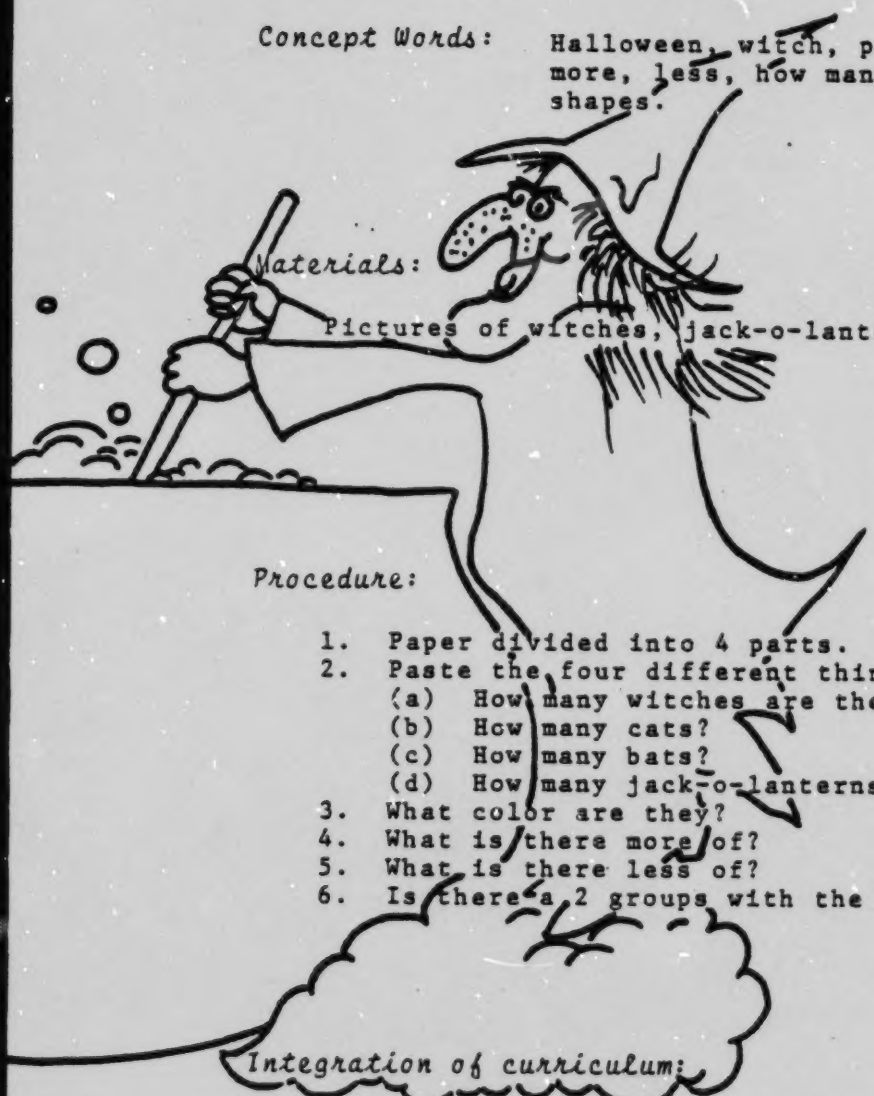
Math

Classify pictures in groups.

Classifying

Group Size Large

Concept Words: Halloween, witch, pumpkins, jack-o-lantern, more, less, how many? one-fourth, same, shapes.



Materials:

Pictures of witches, jack-o-lanterns, bats, cats

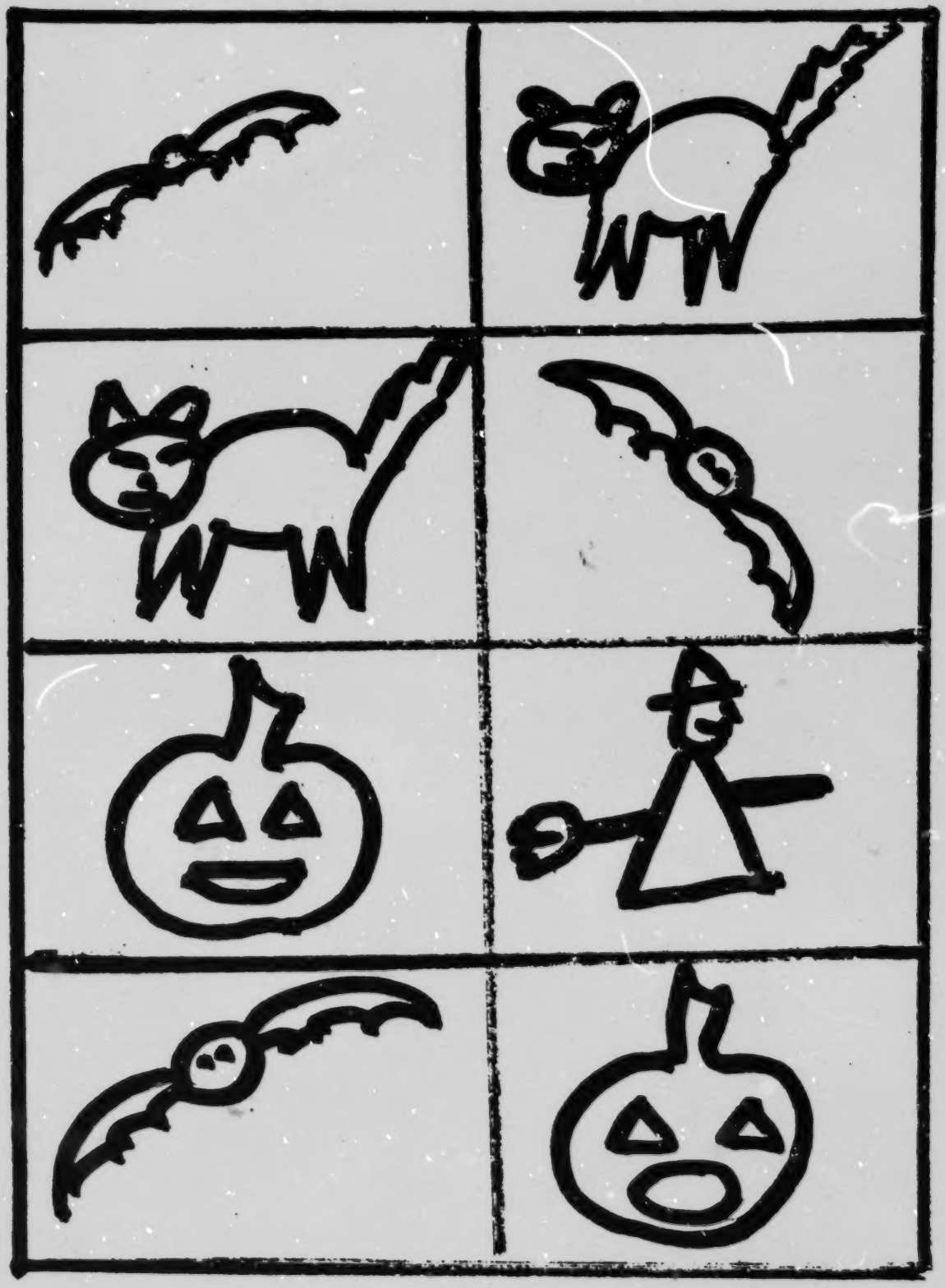
Procedure:

1. Paper divided into 4 parts.
2. Paste the four different things in the correct square.
   (a) How many witches are there?
   (b) How many cats?
   (c) How many bats?
   (d) How many jack-o-lanterns?
3. What color are they?
4. What is there more of?
5. What is there less of?
6. Is there a 2 groups with the same?

Integration of curriculum:

Oral language discussion about Halloween.

Parent participation:



WITCHES - CHOICE

Classify pictures in groups.

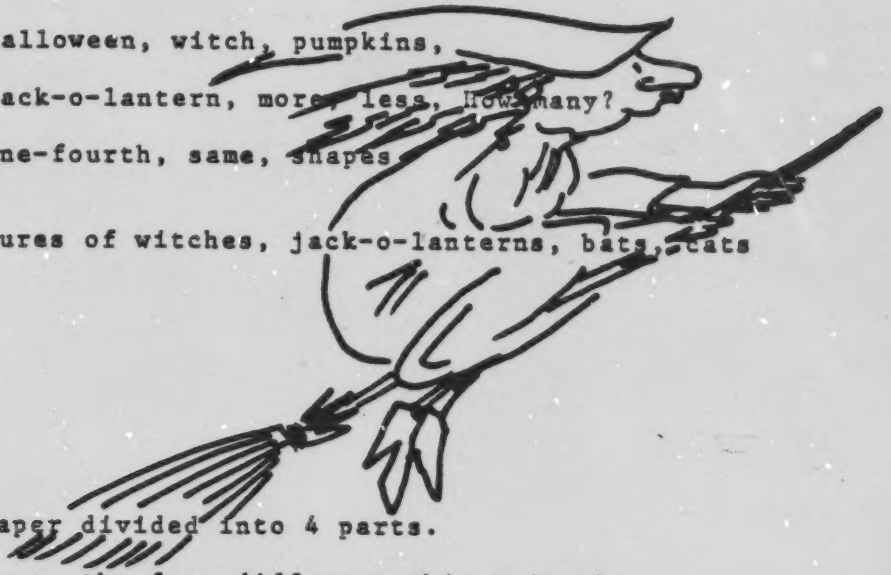
October

Math

Classifying

Large Group

Concept Words: Halloween, witch, pumpkins, jack-o-lantern, more, less, How many? one-fourth, same, shapes



Materials:

pictures of witches, jack-o-lanterns, bats, cats

Procedure:

1. Paper divided into 4 parts.
2. Paste the four different things in the correct square.
   a. How many witches are there?
   b. How many cats?
   c. How many bats?
   d. How many jack-o-lanterns?
3. What color are they?
4. What is there more of?
5. What is there less of?
6. Are there 2 groups that are the same?

Integration of curriculum: oral language, discussion about Halloween

Parent participation:

FIVE LITTLE PUMPKINS

October

Counting -

Math

Counting
Joining Sets

Large Group

Concept Words: more, less, pumpkins, witches

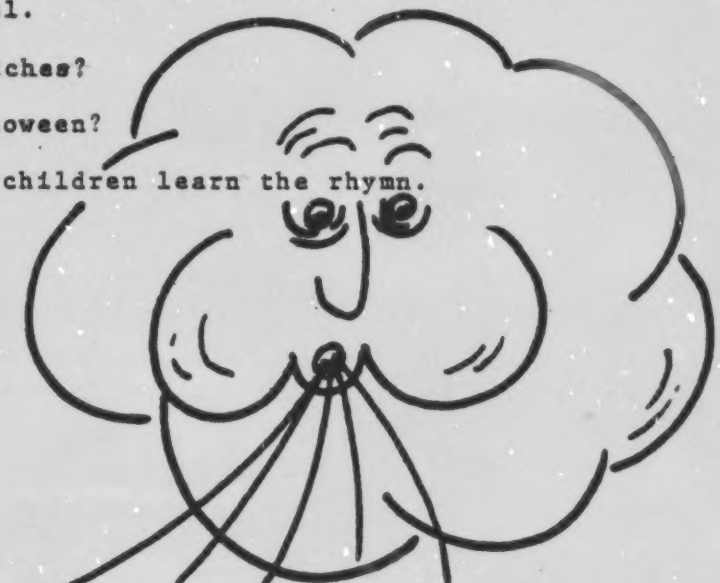
Materials: flannel board, jack-o-lanterns backed with flannel, witches backed with flannel, gate backed with flannel

Procedure: Color the witches, pumpkins and gate and back them with flannel.

What are witches?

What is Halloween?

Try to have children learn the rhymn.



Integration of curriculum: oral language, learning a rhymn

Parent participation:

HEADSTART CYUSD HIS K-8 PRESCHOOL

FIVE LITTLE PUMPKINS

October

Five little pumpkins
Sitting on a gate.
First one said,
"My, it's getting late."
Second one said,
"There are witches in the air.
Third one said,
"I don't care."
Fourth one said,
"Come on let's run."
Fifth one said,
"It's just Hallowe'en fun."
Then "o-o-o-o" went the wind,
And out went the light
And the five little pumpkins
Ran fast out of sight.

CINCO CALABACITAS

Cinco calabacitas sentadas en un portón.

La primera dijo:
"Se esta haciendo tarde."

La segunda dijo:
"Hay brujas en el aire."

La tercera dijo:
"No le hace."

La cuarta dijo:
"Es una noche de espantos."

La quinta dijo:
"Corramos, corramos.

Uuuuuuu hizo el viento
Y luces se apagaron,
Esas cinco calabacitas
A esconderse corrieron.

Dear Parents,

An important part of our math program is the recognition of the numerals 1-10. You can help your child by spending a few minutes a day working on this skill.

Thank you for your cooperation. If you have any questions, please call_____at _____.

Sincerely,

Estimados Padres,

Una parte importante de nuestro programa de matemática es el reconocimento de los numeros escritos del cero al diez. Ustedes pueden ayudar a su hijo/a, dedicando unos minutos cada día para trabajar en esta destreza.

Gracias por su cooperación. Si tienen cualquier pregunta, favor de llamar a_____ teléfono_____.

Sinceremente,

Oct. (1)

Math

Sorting
Classification

Group Size: Whole Class

HALLOWEEN SPOOKS 'N THINGS

Children will compare objects by size.

Concept Words: Small - large (pequeño/chico - grande)

Materials:

Pumpkins
Brooms
Witches
Masks
Cats

(Teacher may wear a witches hat and/or cape. Children acting as teacher will get a chance to wear the hat and/or cape.) Teacher may use a flashlight.

Procedure:

Children are seated on rug. Half or all lights are out. Teacher, wearing cape and/or hat has box with pairs of objects. Teacher holds up small pumpkin and says, "This is a small pumpkin." Teacher holds up large pumpkin and says, "This is a large pumpkin." Children repeat same after teacher. When teacher has done same with all objects, she may call on a child to act as the teacher. Child repeats phrases and when finished he may choose a friend to do same. Child wears cape and hat.

Integration of curriculum:

Oral language and E.S.L.

Parent participation:

Ask parents to point out small and large objects to child.

Oct. (2)

Math

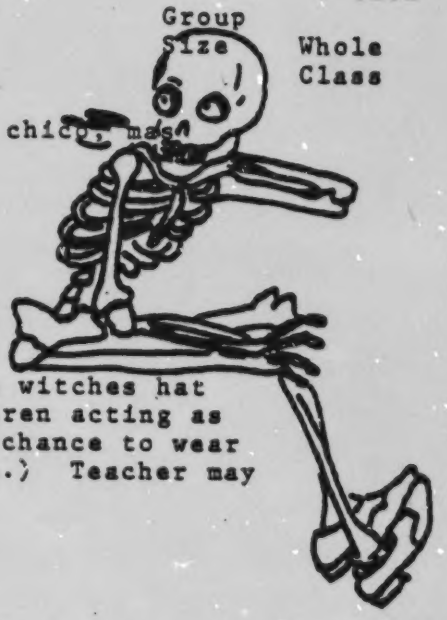
Sorting, Classification

Group Size

Whole Class

HALLOWEEN SPOOKS 'N THINGS

Children will compare objects by size.



Concept Words: Smaller - larger (mas chico - mas pequeno - mas grande)

Materials:

Pumpkins
Brooms
Witches
Masks
Cats

(Teacher may wear a witches hat and/or cape. Children acting as teacher will get a chance to wear the hat and/or cape.) Teacher may use a flashlight.

Procedure:

Children are seated on rug. Half or all lights are out. Teacher, wearing cape and/or hat has box with pairs of objects. Teacher holds up smaller pumpkin and says, "This is a smaller pumpkin." Teacher holds up larger pumpkin and says, "This is a larger pumpkin." Children repeat same after teacher.

When teacher has done same with all objects, she may call on a child to act as the teacher. Child repeats phrases and when finished he may choose a friend to do same. Child wears cape and hat.

Integration of curriculum:

Oral language and E.S.L.

Parent participation:

Ask parent to point out smaller and larger objects to child.

Oct. (3)

Math

Sorting, Classification

Group Size Whole Class

HALLOWEEN SPOOKS 'N THINGS

Children will compare objects by size.

Concept Words: Smallest - largest
(el mas chico/pequeno - el mas grande)

Materials:

4 pumpkins
4 brooms
4 witches
4 masks
4 cats

(Teacher may wear a witches hat and/or cape. Children acting as teacher will get a chance to wear the hat and/or cape.) Teacher may use a flashlight.

Procedure:

Children are seated on rug. Half or all lights are off. Teacher wearing cape and/or witches hat has box with 4 of every object. Teacher shows four sizes of the pumpkins and says, as she points to the smallest pumpkin, "This is the smallest pumpkin." Children repeat phrase. When teacher has done same with all objects, she may call on a child to act as teacher. Child repeats phrases like teacher, and when finished he may choose a friend to do same. Child wears cape and/or witches hat.

Integration of curriculum:

Oral language; E.S.L.

Parent participation:

Ask parents to point out objects of varying sizes to child.

Oct.

Math

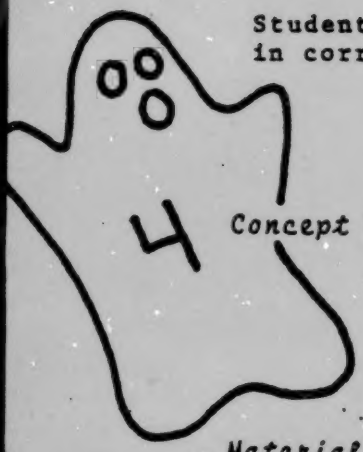
Numeral Orders

Group Size

Small or Large

GET IN LINE LITTLE GHOSTS

Students line up ghosts in correct number sequence.



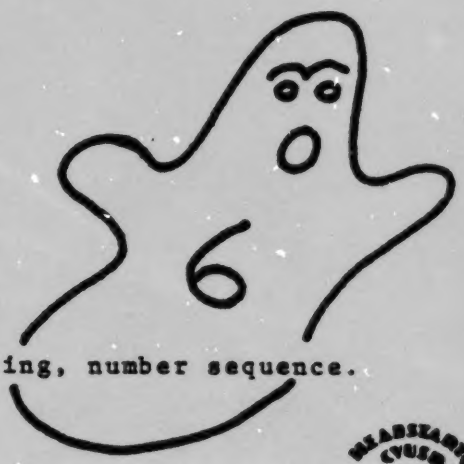
Concept Words: Cut, paste, line

Materials:

One activity sheet (see attached)
Paste
Scissors
One piece of black butcher paper 5" x 36"

Procedure:

1. Give each child one activity sheet and one piece of black butcher paper.
2. Students cut and paste the ghosts in the correct order on the black butcher paper.



Integration of curriculum:

Left-to-right, cutting, pasting, number sequence.

Parent participation:

4
5
3
0
6
2
1

(32)

Oct.

BEAN - MACHINE

Math

Forming sets
Counting

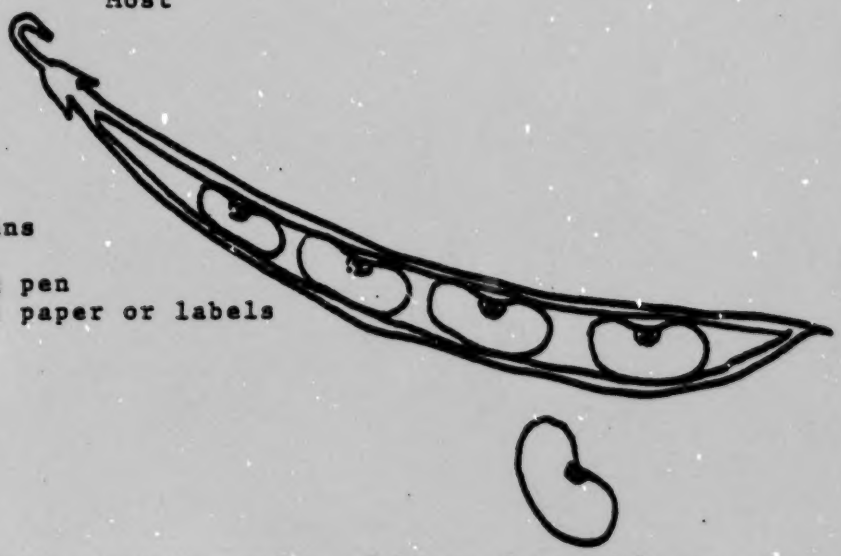
Forming sets of objects; counting; making comparisons; combining groups.

Group Size

Learning Center

Concept Words:

Most



Materials:

Film cans
Beans
Marking pen
Contact paper or labels

Procedure:

Child drops correct number of beans into each can.
Can you put the cans in order from 1 - 10?
Which can has the most beans?
Which can has the least beans?
Show me a can that has the same number of beans as your age.
Can you count all the beans?

Integration of curriculum:

Parent participation:

Oct.

Math

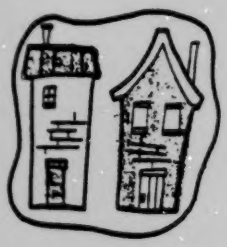
Joining Sets

Group Size Class

DRAW ME A SET

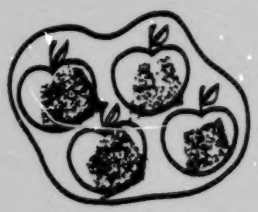
Children will follow directions.
Children will be able to draw sets of 2,3,4, or 5 things.

Concept Words: Two, three, four, five



Materials:

Newsprint
Crayons



Procedure:

Give children a sheet of newsprint that you have folded in half twice so that they have 4 sections. Ask children to draw a set of 2 trees, 3 balls, 4 houses, and 5 triangles in each of the sections of newsprint.

Integration of curriculum:

Oral language; art.

Parent participation:

Ask parents to encourage their children to use crayons, papers at home.

(34)

Oct.

WHAT COLOR ARE YOUR SHOES?

Math

The child will become aware of sets.

Joining sets

Group Size: Whole Class

Concept Words: Set

Materials:

Procedure:

Teacher will explain that the class is going to break into sets, according to the color of shoes that they are wearing.

Everyone that is wearing brown shoes stand here.
Everyone that is wearing black shoes stand here.
Everyone that is wearing blue shoes stand here.
Everyone that is wearing white shoes stand here.
Everyone that is wearing red shoes stand here.

This activity can also be done for shirts, color of hair and eyes, number of teeth lost, number of brothers and sisters.

Integration of curriculum:

Introduction to set.

Parent participation:

Oct.
Math
Joining Sets
Small Group

IS ONE ENOUGH?

To teach logical reasoning

Concept words: How many, is one enough

Materials:

A shoe, a glove, a boot, a sock, picture of shoes in groups of two or one; pictures of children, one for each child.

Procedure:

Say: "You have seen all these things before. Can you tell me what each of these is used for?"

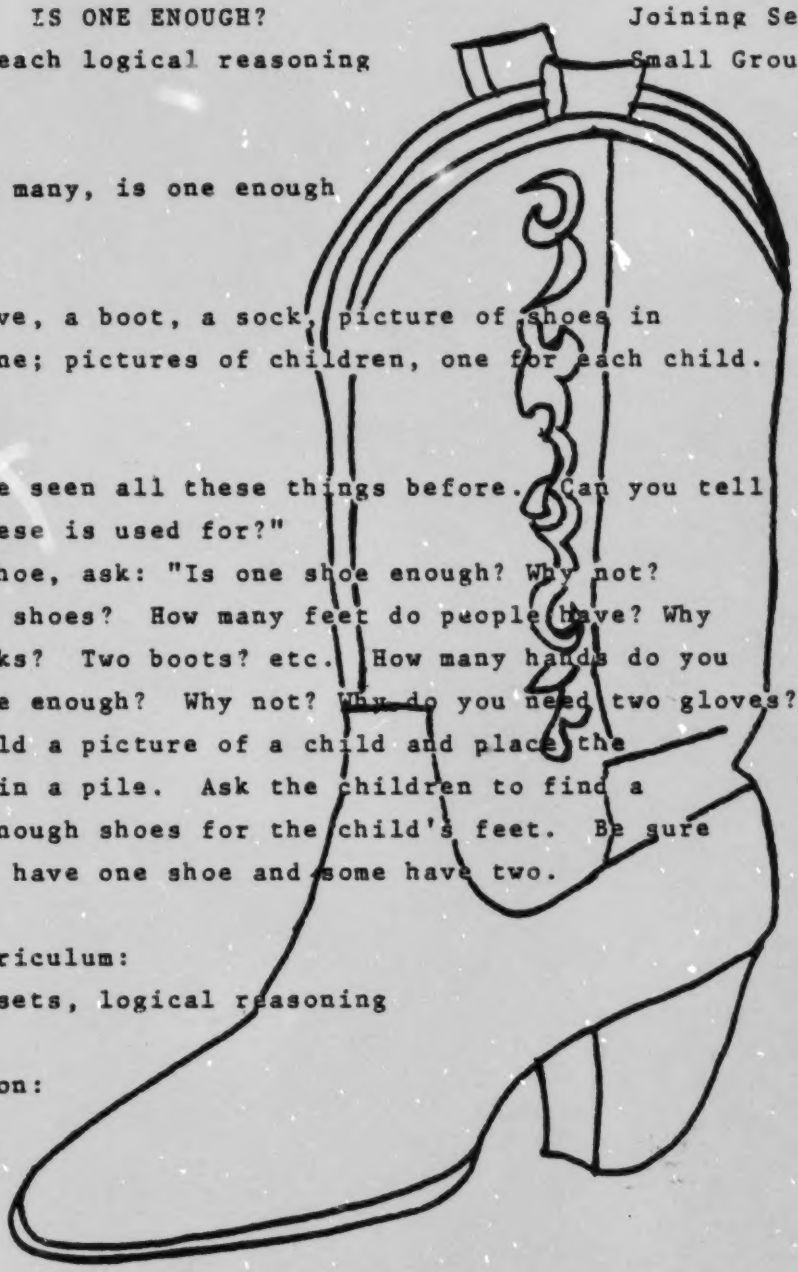
Hold up one shoe, ask: "Is one shoe enough? Why not? Why do we need two shoes? How many feet do people have? Why do we need two socks? Two boots? etc. How many hands do you have? Is one glove enough? Why not? Why do you need two gloves?

Give each child a picture of a child and place the pictures of shoes in a pile. Ask the children to find a picture that has enough shoes for the child's feet. Be sure that some pictures have one shoe and some have two.

Integration of curriculum:

Relations of sets, logical reasoning

Parent participation:



(36)

Oct.

Math

Joining sets
Number story

Group Size 5 -7

JUMP ROPE SETS

Children will join sets with 1 - 4 members.

Concept Words: Join

Materials:

Jumprope
Children
Blackboard

Procedure:

1. Have children dramatize a situation involving the joining of two sets. i.e., have 2 children jumping rope; tell another child to join them.
2. After the dramatization you might ask "How many children were in the first set?" How many children joined them?" "How many were there in all at the end?"
3. The children should enjoy using puppets to dramatize situations like the above.
4. Teacher may wish to use blackboard and stick figures to create other possilities for stories involving the joining of sets.

Integration of curriculum:

Large muscle development.

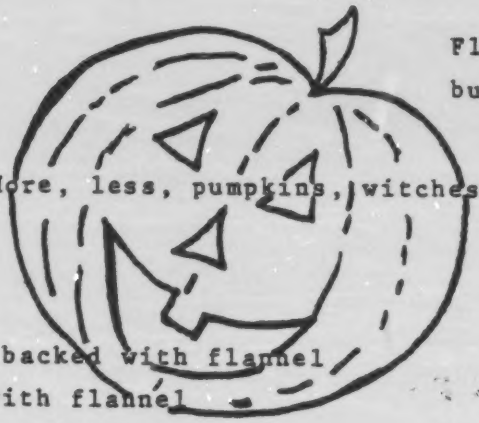
Parent participation:

Oct.
Math
Counting
Joining Sets
Large group

FIVE LITTLE PUMPKINS

Counting

Flannel board or
bulletin board



Concept Words: More, less, pumpkins, witches

Materials:
Flannel board
Jack-o-lanterns backed with flannel
Witches backed with flannel
Gate backed with flannel
Rhyme page 25

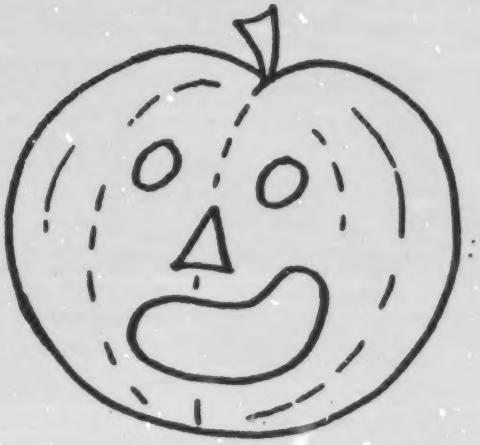
Procedure:

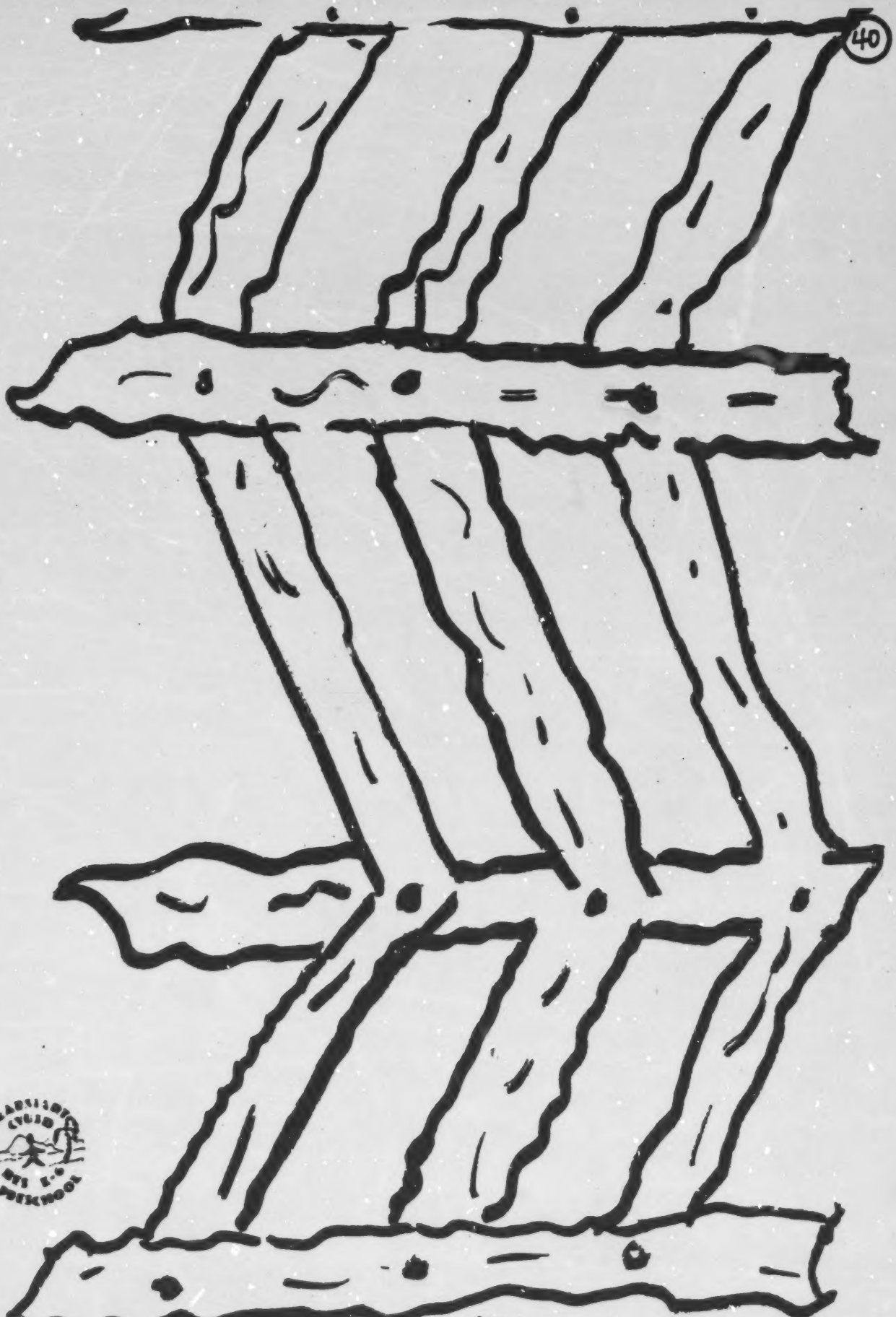
Color the witches, pumpkins and gate, and back them with flannel. Discuss: What are What are "witches"? What is "Halloween"? Try to have children learn the rhyme Five Little Pumpkins.

Integration of curriculum:

Oral language-learning a rhyme.

Parent participation:




40

(41)

Oct.

Math

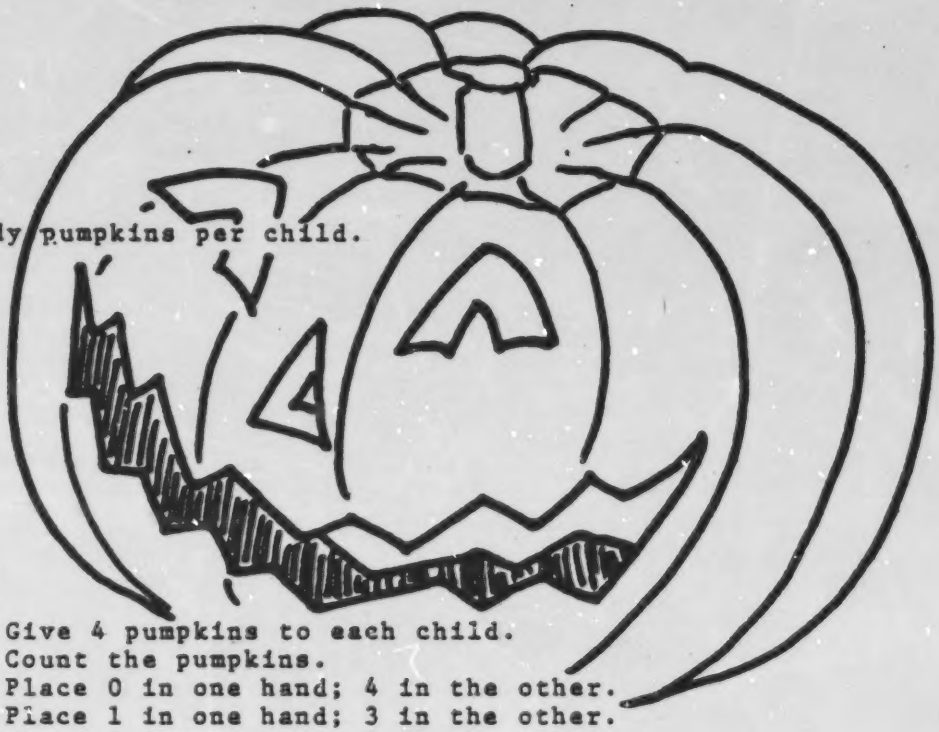
Joining sets

Group Size Small

PUMPKIN - SHUFFLE

Joining of sets

Concept Words: Halloween, treats, less, more



Materials:

4 candy pumpkins per child.

Procedure:

1. Give 4 pumpkins to each child.
2. Count the pumpkins.
3. Place 0 in one hand; 4 in the other.
4. Place 1 in one hand; 3 in the other.
5. Place 2 in one hand; 2 in the other.

Children should count the pumpkins each time.

Integration of curriculum:

Oral language relate the candy pumpkins to Halloween.

Parent participation:

Oct.

Math

Separate Sets

Group Size Small

SEED SPLIT

Move part of a group of objects and identify group.

Concept Words: Separate, different, bigger than, smaller, more, less

Materials:

Pumpkin seeds, apple seeds, corn seeds.
Different pictures of pumpkin plants, corn plants and apple trees.
Pumpkin, apples and corn.

Procedure:

Where do pumpkins grow?
Where do apples grow?
Do we grow corn on our desert?
What are some of the <u>other</u> things we make from corn?

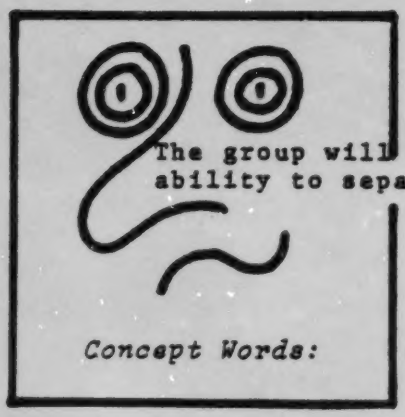
Directions:

Give students the desired amount of seeds: pumpkin, apple & corn.
Separate them into different piles.

Integration of curriculum:

Science: explain different seeds and what they grow on.

Parent participation:



SORTING ON THE OVERHEAD

Oct.

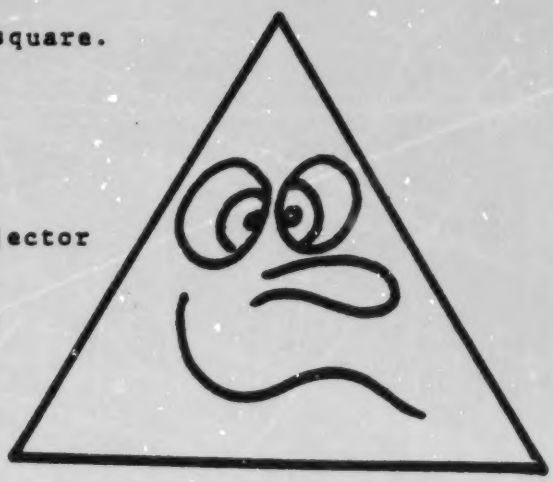
Math

Separating Sets

Group Size 15

The group will develop the ability to separate sets.

Concept Words: Circle, triangle, square.



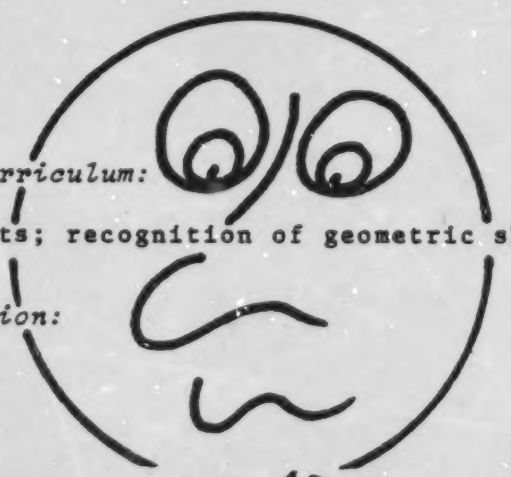
Materials:

Geometric shapes for overhead projector
Overhead projector
Red circles
Blue squares
Yellow triangles

Procedure:

The teacher defines the categories by which the children are to put the shapes. Place shapes on overhead. Teacher asks: "If we want to put all the squares together and all the circles together, can this go here?" Continue to question the children until all the red, blue, yellow shapes have been sorted. During the next few days, repeat this activity, sorting on the overhead by color, size, or shape using the appropriate words to describe the attributes.

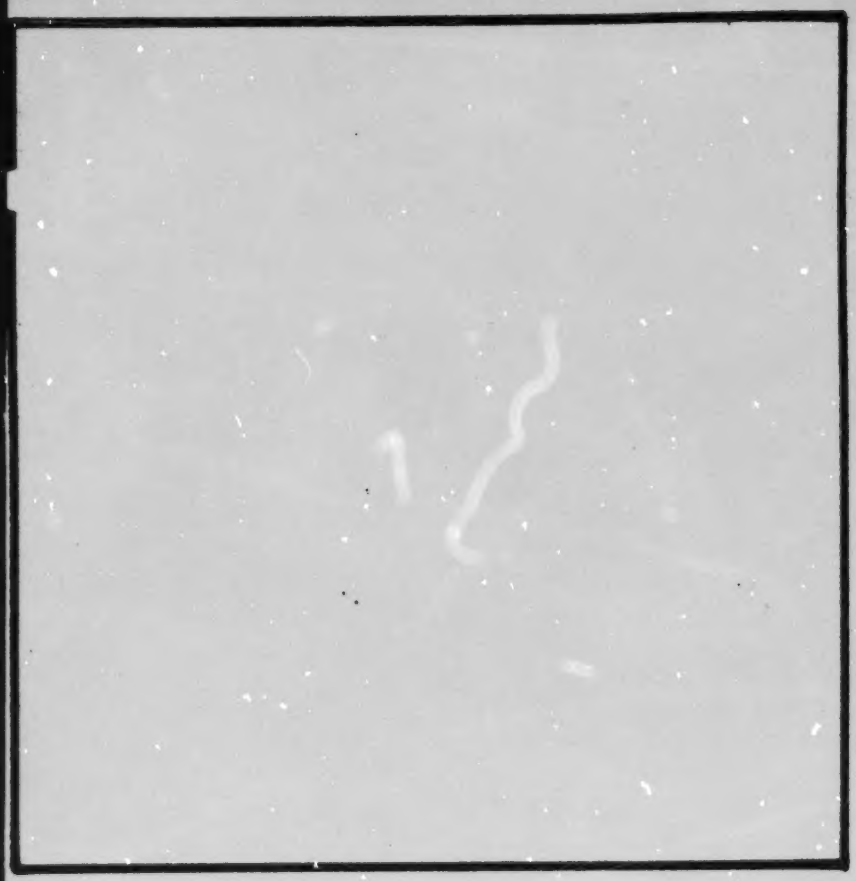
Encourage children to say why a certain shape cannot be placed in a set.

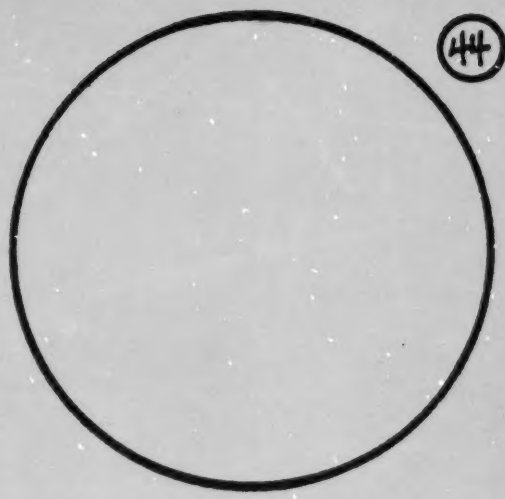


Integration of curriculum:

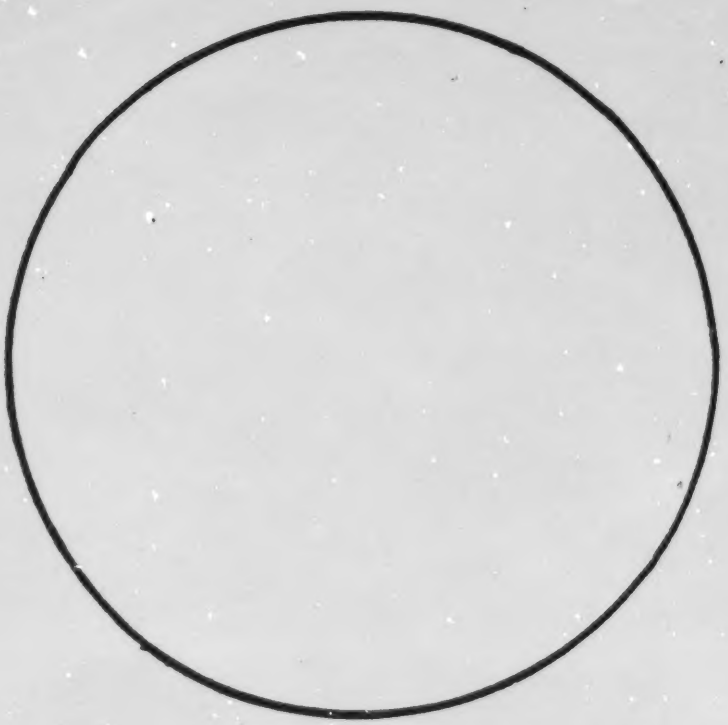
Separating sets; recognition of geometric shapes.

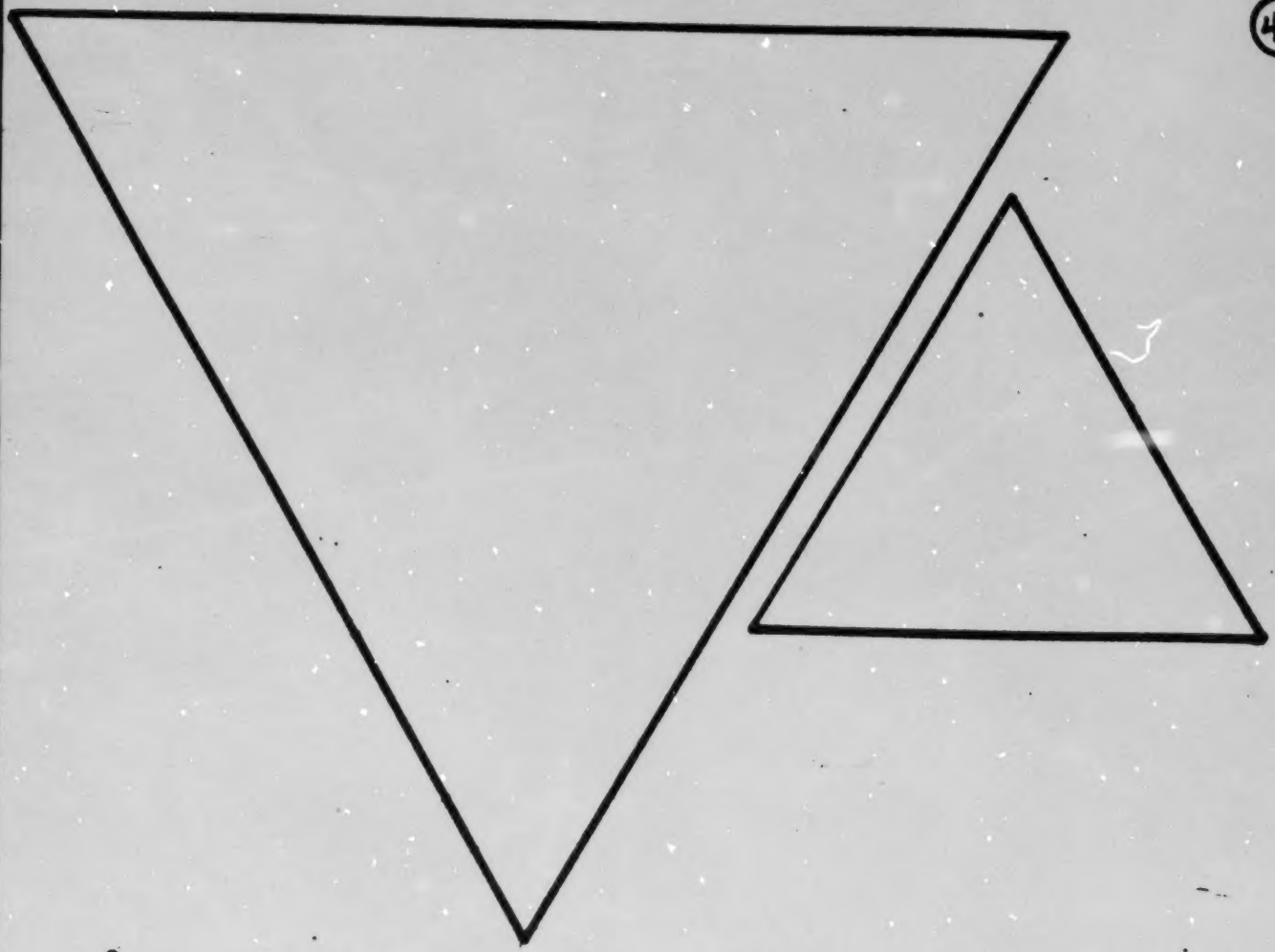
Parent participation:

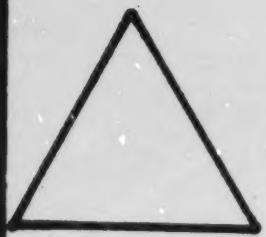


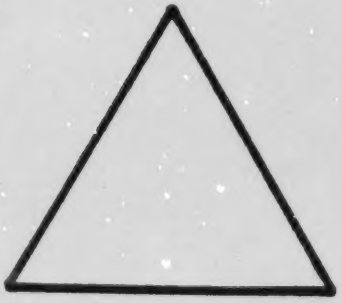


44









Oct.

Math

MRS. MONKEY

Concept Words:

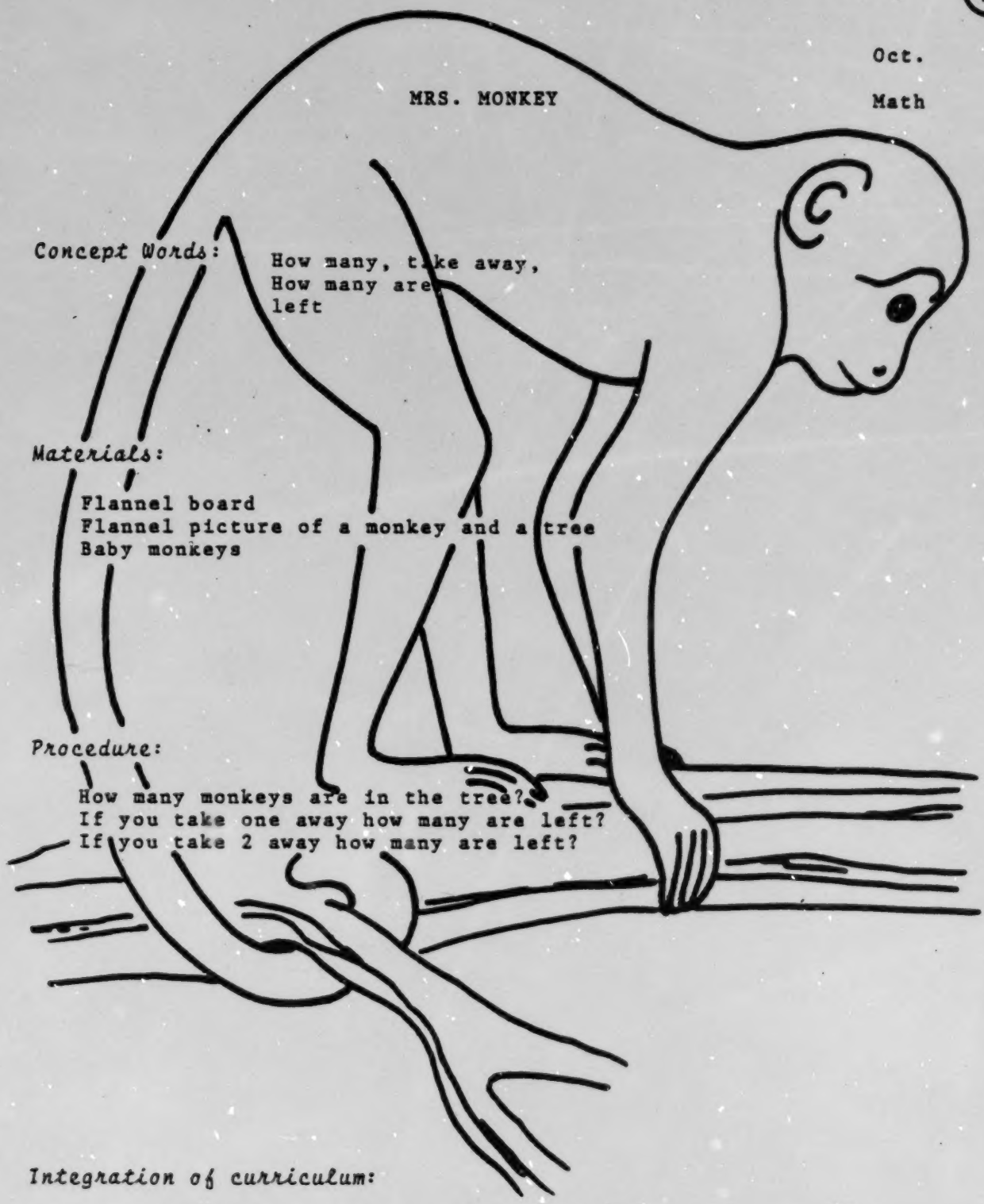
How many, take away,
How many are
left

Materials:

Flannel board
Flannel picture of a monkey and a tree
Baby monkeys

Procedure:

How many monkeys are in the tree?
If you take one away how many are left?
If you take 2 away how many are left?



Integration of curriculum:

Parent participation:

Oct.

Math

Separating Sets

Class

WHICH HAS MORE?

To introduce the concept of subtraction.

Concept Words: More.

Materials:

Two plants, one with few leaves, one with many; pictures on chalkboard of two trees with different numbers of leaves; three toy cars; five blocks; seven pencils.

Procedure:

"Here are two plants. Can anyone tell me which plant has more leaves? How can you tell? Do you have to count the leaves or can you tell by looking? Look at the trees I've drawn on the chalkboard. Which one has more leaves? How can you tell? Did you need to count? How many does this one have? How many leaves does the other one have?

'Here are some cars and some blocks. Are there more blocks than cars? How many cars are there? How many blocks? Are there more pencils than blocks? Do you need to count to find out?

Integration of curriculum:

Deductive reasoning, logical thinking.

Parent participation:

LEAF SEPARATION

Oct.

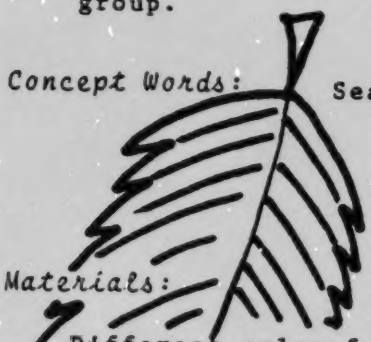
Move part of a group of objects and identify group.

Math

Separating Sets

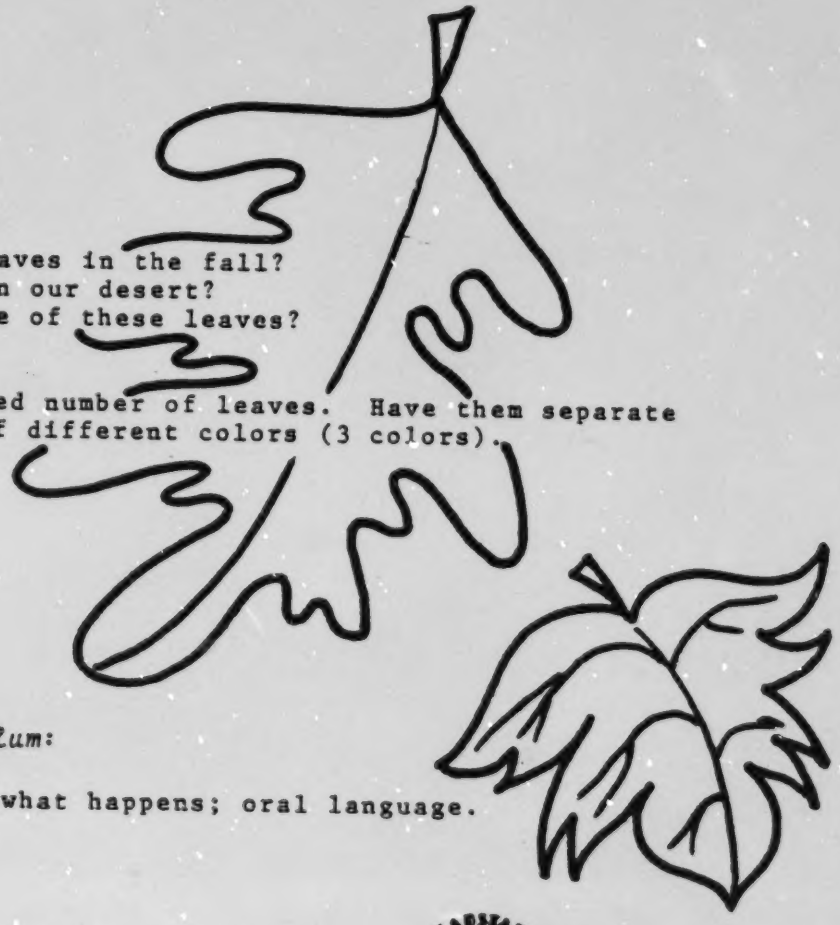
Concept Words: Season, fall, color

Group Size: Small



Materials:

Different color fall leaves.
These leaves should be turning color in the mountains toward the end of October. If not, some can be cut out of different colored paper.



Procedure:

What happens to leaves in the fall?
Does this happen in our desert?
What color are some of these leaves?

Directions:
Give class a desired number of leaves. Have them separate them into stacks of different colors (3 colors).

Integration of curriculum:

Science; seasons - what happens; oral language.

Parent participation:

CINCO CENTAVOS CAFES

Oct.

Math

Separating Sets

Group Size 5 - 30

Children will participate in finger play.

Concept Words: cinco, centavos, cafes, tambor

Materials:

Children -five fingers

Procedure:

CINCO CENTAVOS CAFES

Cinco centavos cafes en mi bolsa
Este es para el chicle
Este es para un anillo
Este es para un tambor
Estos los guardare en mi bolsa
Para otra cosa

Integration of curriculum:

Parent participation:

Oct.

MAKE-A-SET

Math

Given a group of objects, child will remove part of group and identify the number of objects left.

Separating Sets

Concept Words:

Group Size Large

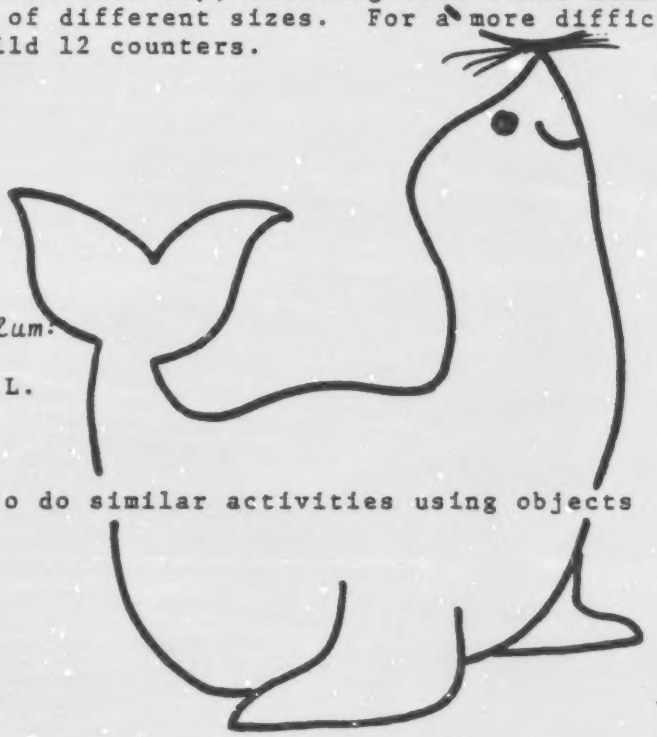
Count, take away, how many are left.

Materials:

9 counters per child
Numeral cards 1 - 12 for teacher

Procedure:

Teacher will give each child 9 counters. Hold up the numerals of 7 counters. Have them take away 2 counters. Then ask them how many are left. Repeat the activity, starting with other numbers and taking away groups of different sizes. For a more difficult activity, give each child 12 counters.



Integration of curriculum:

Oral language; E.S.L.

Parent participation:

Encourage parents to do similar activities using objects found at home.

(52)

Oct.

Math

Nos. 0-5

Group Size 5 - 30

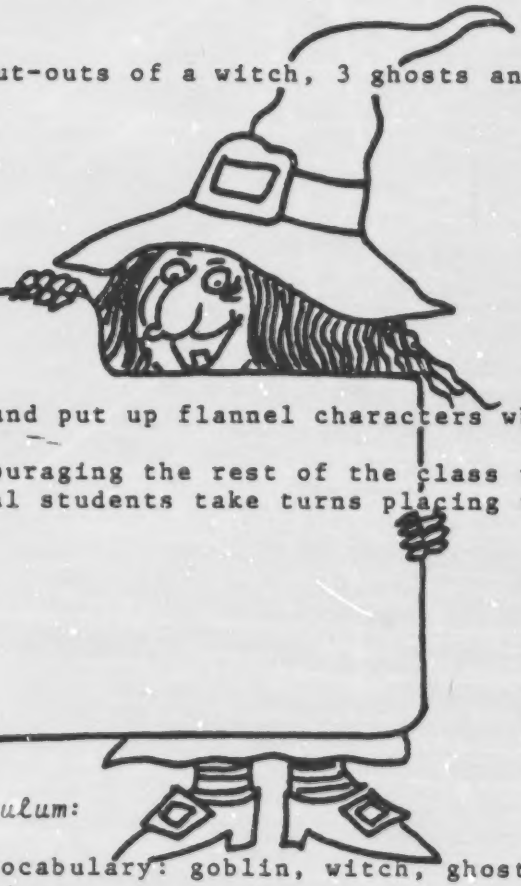
HALLOWEEN SUBTRACTION

Participate in Halloween poem.

Concept Words: One, two, three

Materials:

Flannel board cut-outs of a witch, 3 ghosts and goblin.



Procedure:

Read narration and put up flannel characters when appropriate.

Repeat poem encouraging the rest of the class to join. Let individual students take turns placing the flannel pieces.

Integration of curriculum:

Oral language; vocabulary: goblin, witch, ghosts, moan, etc. Holiday.

Parent participation:

HALLOWEEN SUBTRACTION

By Mary Alice Kelly

Concept Words:

Halloween, one, two, three, none

Materials:

"Halloween Subtraction"

Procedure:

Three little ghosts on Halloween night,
Saw a witch and shrieked in fright.
The witch just laughed and shouted,
"BOO!"
One ghost ran home, and that left two.

En la noche de los muertos tres espantos,
Vieron una bruja y de ansias chillaron.
La bruja se rio y -¡Miedosos!- les gritó.
Uno corrió para la casa y dos se quedaron.

Two little ghosts in two little sheets,
Went to a door to say, "Trick or treats."
But when the door swung open wide,
A scary goblin stood inside.

Dos fantasmitas en dos sabanitas,
Para decir - tric o trit - en una puerta tocaban.
Pero cuando la puerta abierta quedó,
A un duendo horrible allí parado miraban.

One ghost gulped and said to the other,
"I'm going home and stay with my mother."
Of the three little ghosts, there was now one alone,
Too frightened to utter a groan or moan.
One little ghost who shivered and shook
With every single step he took,
A fraidy-cat ghost can't have much fun,
So he cried, "Wait for me!" and then there was none.

Un espanto espantado le dijo al otro,
- Yo voy a casa a estar con mi tío.
De los tres espantitos, quedaba uno solo,
Tan acobardado que no decía ni pío.
Un espanto que a cada paso temblaba
No podia [illegible]arse por más que trataba.
Así que gritó, ya lleno de susto,
- ¡Esperenme a mí! - y entonces no quedó ninguno.

Integration of Curriculum:

Math - Quantification
Reading - Sequencing

BOO

Oct.

Math

Geo-shapes

Group Size Large

"POINTING"

Children will recognize geometric shapes in objects found in room.

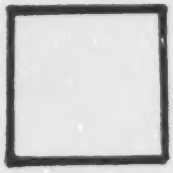
Concept Words: Circle, square, triangle, rectangle

Materials:

Large cardboard circle, square, triangle, rectangle

Procedure:

Teacher puts a circle, a square, a triangle and a rectangle made of cardboard in different places in the room. Name familiar, everyday objects around the room. Have children point to shape that resembles object. Example: for buttons, they point to circle; for piece of paper, they point to rectangle; for coat hanger, they point to triangle.



Integration of curriculum:

Oral language; E.S.L.

Parent participation:

Oct.

FIND A FISH

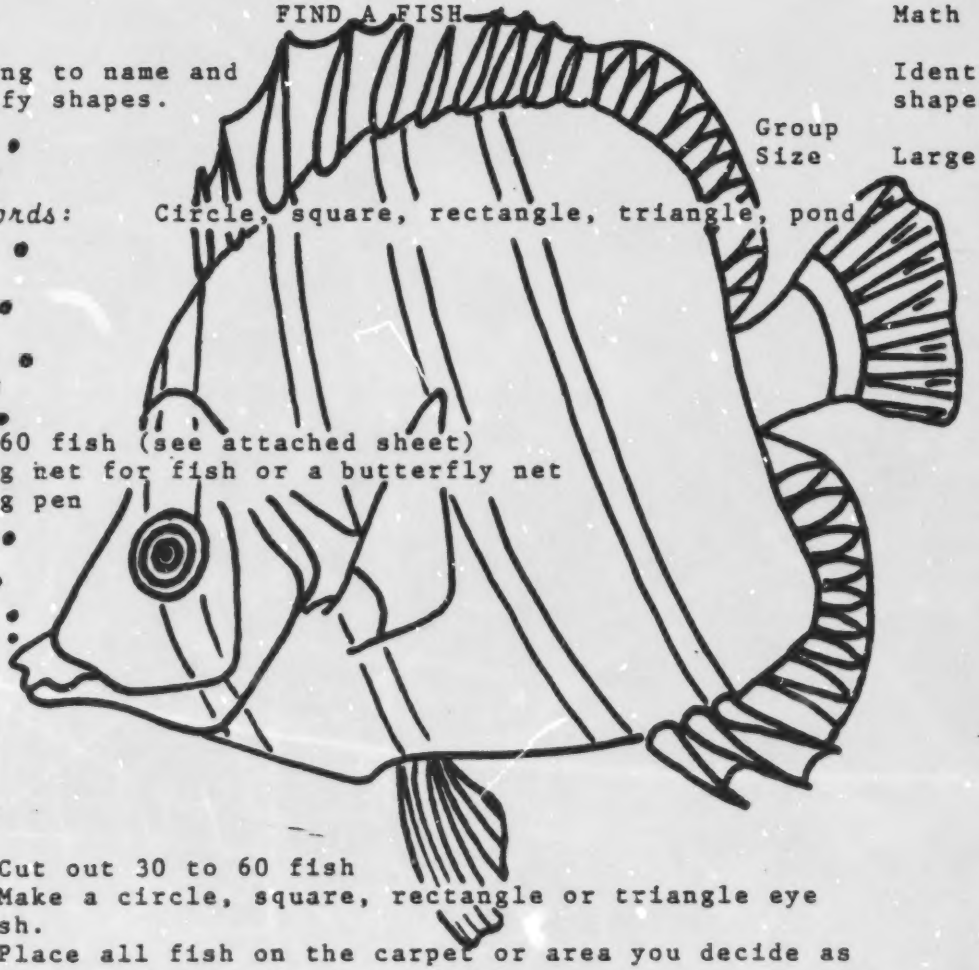
Math

Learning to name and identify shapes.

Identify shapes & name

Group Size Large

Concept Words: Circle, square, rectangle, triangle, pond



Materials:

30 to 60 fish (see attached sheet)
Landing net for fish or a butterfly net
Marking pen

Procedure:

1. Cut out 30 to 60 fish
2. Make a circle, square, rectangle or triangle eye on each fish.
3. Place all fish on the carpet or area you decide as the pond.
4. Students sit around the pond.
5. Teacher directs individual students to get a circle fish, square fish, etc.
6. Student brings fish to teacher and places it in net and tells the shape's name.

Integration of curriculum:

Follow directions; visual discrimination; shape identification; oral language.

Parent participation:

Oct.

Math

Shapes

Group Size Large

"MAKE A SHAPE"

Children will make triangles, rectangles and squares.

Concept Words: Rectangle, triangle, square, circle

Materials:

Large circle, triangle, rectangle, square.
Geoboard (check with your media center)
Rubber bands
Dot paper or straws
Clay

Procedure:

Teacher gives children geoboard and rubber band, dot paper, or straw and clay. Show them how to make a rectangle with their material. Then have the children make some different-sized rectangles. As each is found, show it to class. Repeat activity with square and triangle. Ask children why a circle cannot be made with their materials.

Integration of curriculum:

Oral language.

Parent participation:

(60)

Oct.

Math

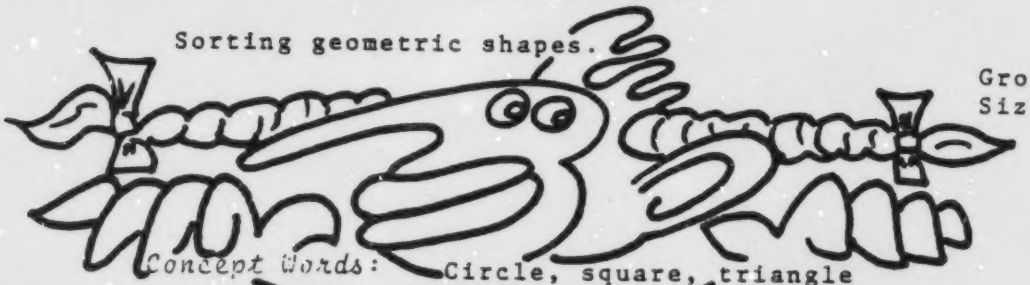
Sorting

Large or Small

Group Size

STEP AND TELL

Sorting geometric shapes.



Concept Words: Circle, square, triangle

Materials:

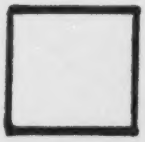
Geometric shapes cut from foam rubber
(available from fabric and variety stores)
3 colors of spray paint to paint shapes
Make 3 of each shape, but vary the size.

Procedure:

1. Lay geometric shapes on the floor.
2. Give verbal directions to students.

Examples:

1. Step on all of the circles.
2. Step on all of the squares.
3. Step on all of the blue shapes.
4. Step on all of the large shapes.
5. Step on the shapes that have 3 sides.



Integration of curriculum:

Comparing, following directions; using senses to gain information.

Parent participation:

(61)

October

Dear Parents,

We are learning to identify the following shapes, circle, square, triangle rectangle . You can help your child learn these important shapes and call them by name.

Here are several ways in which you can help your child.

1. Point out and name the shapes you see along the road while driving.

2. Point out and name the shapes as they appear around your home.

3. Point out and name the shapes as they appear in magazines.

4. Have your child point out and name the shapes from the 3 areas mentioned.

Thank you for taking part in the education of your child.

Sincerely,

Octubre

Estimados Padres,

Estamos aprendiendo a identificar las siguientes formas: el circulo el cuadro el triangulo .

Ustedes pueden ayudar a que su hijo/a aprenda estas formas importantes y que las llame por su nombre. Aqui hay varias maneras en que ustedes pueden ayudar a su hijo/a.

1. Indiquen o señalen las formas que se ven en el camino y sus alrededores mientras que van en carro.

2. Indiquen las diferentes formas que se encuentran en su casa.

3. Señalen y nombren las formas que aparecen en las revistas.

4. Hagan a su hijo/a observar y nombrar las diferentes formas que se encuentran en los tres casos ya mencionados.

Gracias por tomar parte y ayudar en la educación de su hijo/a.

Sinceramente,

Oct.

Math

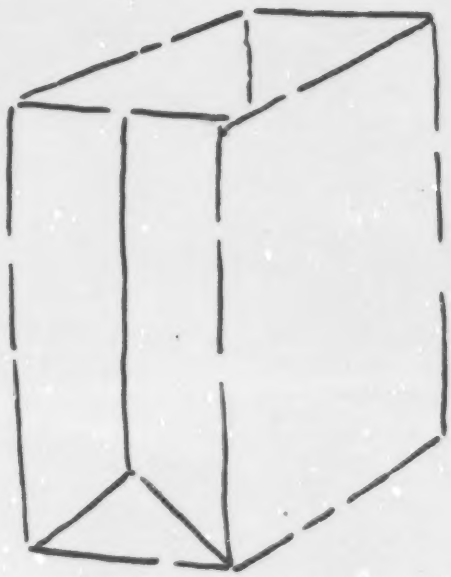
Rectangles

Group Size Large

PAPER BAG BLOCKS

Will understand rectangle by making them.

Concept Words: Rectangle

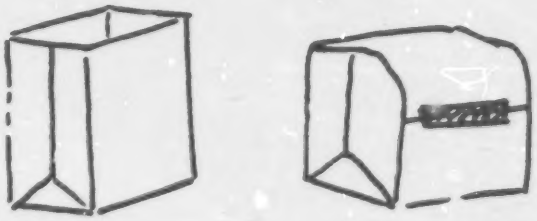


Materials:

Large paper grocery bags
Newspapers
Tape

Procedure:

Lay grocery bag flat on table. Fold the top over a few inches and crease the bag on the fold. Open the bag completely and stuff it with 10 - 12 double page sheets of crumpled newspaper. Fold the bag on the crease lines and tape the top closed. There is no need to paint or decorate the blocks unless you want to. Try using different sized bags for smaller or larger blocks.



Integration of curriculum:

To teach rectangle with tactile skill for reinforcement.

Parent participation:

JOLLY JACK-O-LANTERN

Oct.

Math

Shapes

Group Size — Large

Recognize circles, triangle.

Concept Words:

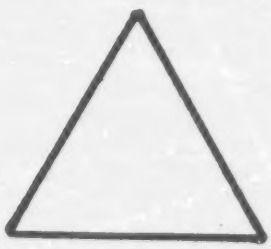
Jack-o-lantern, circle triangle

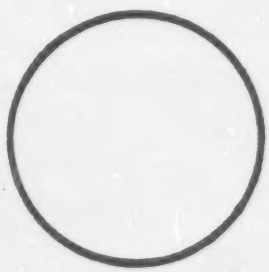
Materials:

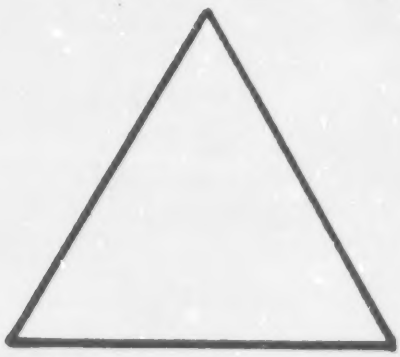
Large orange circle, about 6 - 8" in diameter for each child.
Pre-cut triangles and circles (yellow) for features on Jack-o-lantern small enough to be suitable, but large enough for children to handle.
Paste
Pictures of different jack-o-lanterns, or sketches on chalkboard.

Procedure:

Show children the different Jack-o-lantern faces, talk about the shapes used. Show them how to put together a face with the shapes. Let them create and paste their own Jack-o-lantern face.







Integration of curriculum:

Language; self-image.

Parent participation:

(4)

Oct.

Math

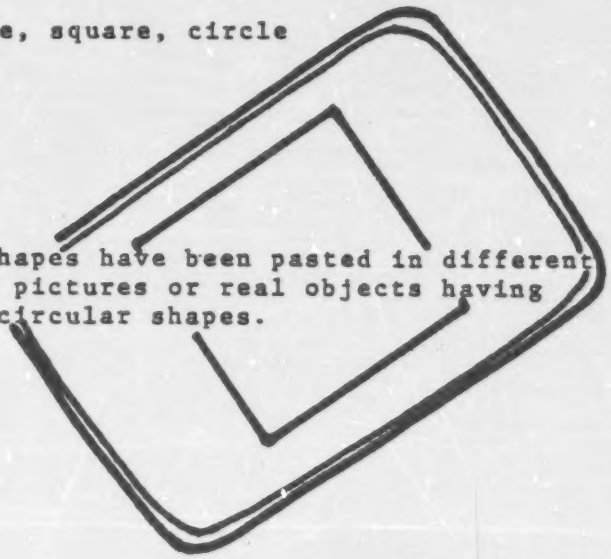
Triangle,
Circle,
Square

Group
Size Small

SETS OF SHAPES

Classification of shapes.

Concept Words: Triangle, square, circle

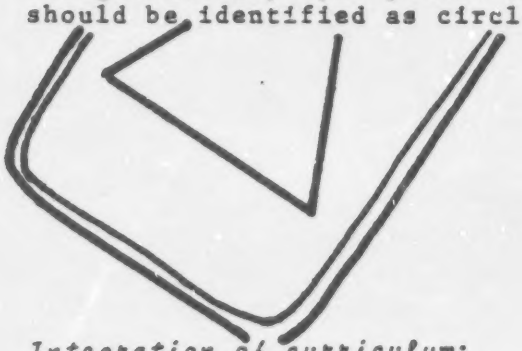


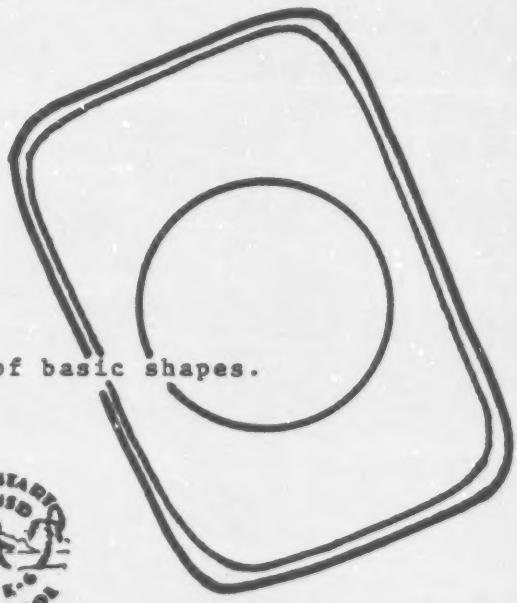
Materials:

Cards on which basic shapes have been pasted in different colors and sizes or actual pictures or real objects having the triangular, square or circular shapes.

Procedure:

Pass out cards at random, explaining that the game is to assemble similar shapes together. Call on the children in turn to (a) name shapes on their cards (b) place their cards in proper categories in proper pocket chart. You should have three. Each should be identified as circle, or triangle, or square.





Integration of curriculum:

Identification and classification of basic shapes.

Parent participation:

(45)

BLACK CIRCLE CATS

Oct.

Math

Circle

Group Size 5,7

Center

Cut a black cat using 2 circles.

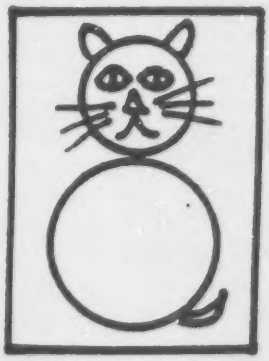
Concept Words: Circle

Materials:

9" x 12" sheet of black construction paper
Scissors
Pencil or white crayon
One large tagboard circle
One small tagboard circle

Procedure:

1. Let each child trace a large circle at the bottom of his paper with crayon or pencil to form the cat's body.
2. Next, the child traces the smaller circle above the larger one to form the head.
3. The child will draw the ears on the cat's head by himself.
4. Children can then cut out the cat silhouette to decorate the room or continue to decorate the face with eyes, nose, mouth and whiskers.



Integration of curriculum:

Holiday idea for Halloween; small muscle coordination development.

Parent participation:

(66)

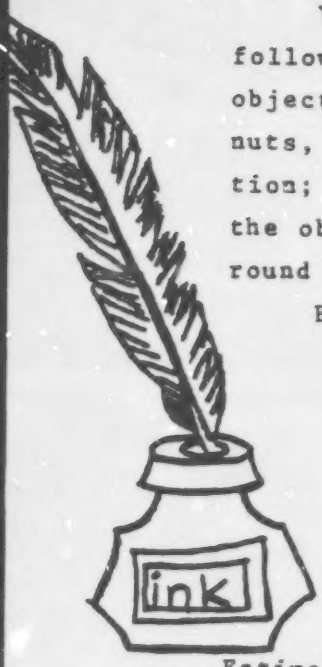
October

Dear Parents,

You can be of great help to your child by doing the following. Encourage your child to make a collection of object (examples: stamps, rocks, nuts and bolts, shells, nuts, seeds, etc.) Talk with your child about the collection; compare the sizes, shapes, colors, and textures of the objects, discuss the small ones, the large ones, the round ones, etc.

Have fun, and thank you for your help.

Sincerely,



Octubre

Estimados Padres,

Ustedes pueden ser una gran ayuda a su hijo/a, haciendo lo siguiente. Animen a su hijo/a a que haga una colección de objectos como por ejemplo, de sellos, piedritas, tornillos, conchas, nueces, semillas, etc. Hablen con su hijo/a acerca de su colección; comparen los tamaños, las formas, los colores, y las diferentes texturas de los objectos. Platiquen acerca de los objectos chiquitos, los grandes, los redondos o cuadrados, etc.

Diviértanse y gracias por su ayuda.

Sinceramente,

(67)

Oct.

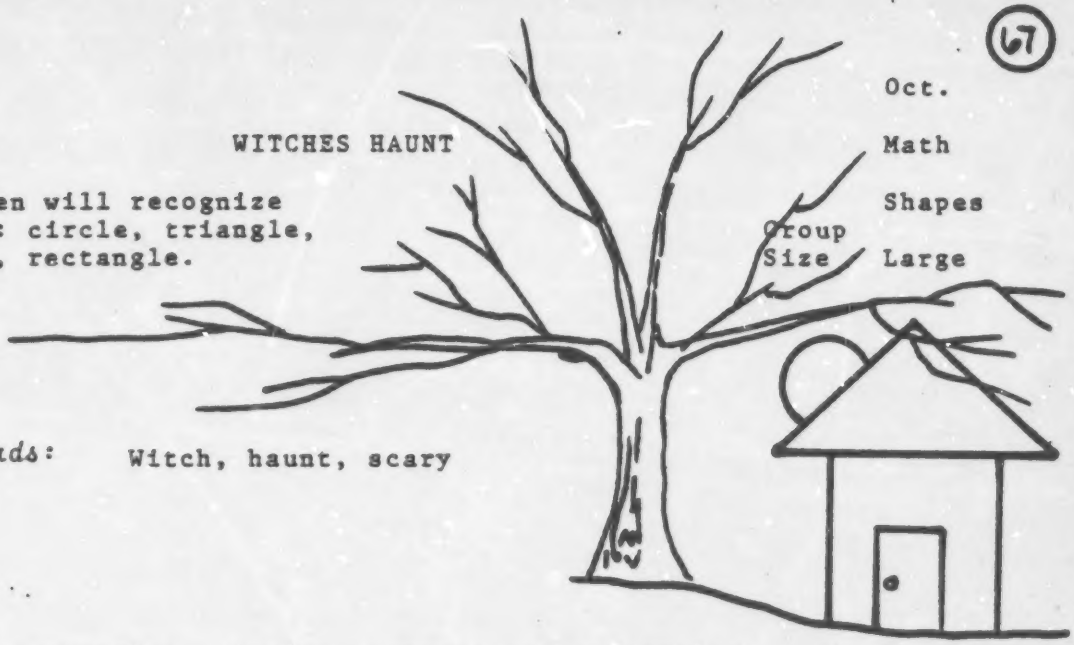
WITCHES HAUNT

Math

Children will recognize shapes: circle, triangle, square, rectangle.

Shapes

Group Size Large



Concept Words: Witch, haunt, scary

Materials:

Pre-cut triangles, circles, squares and rectangles
Construction paper
Paste
Paint and brushes or
Crayons

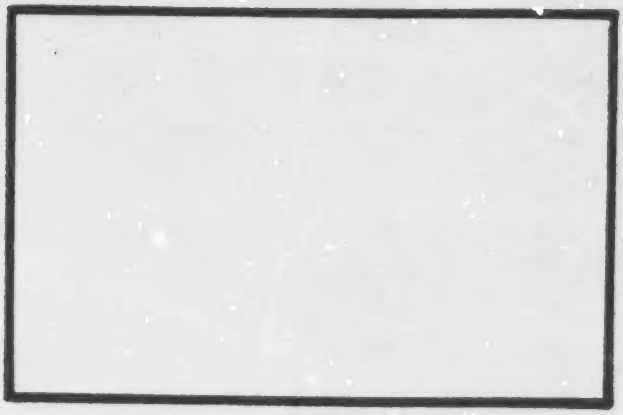
Procedure:

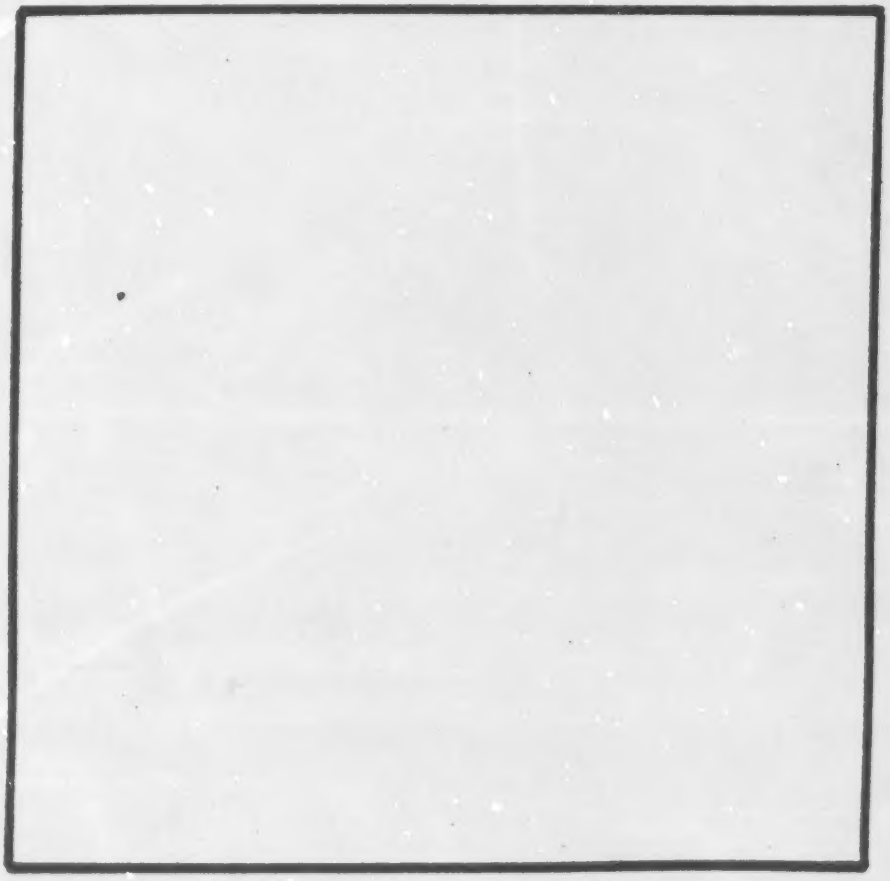
Talk about different shapes and witches house.
Paste the shapes to make the house.
Add tree and anything else the children would like to color or paint.

Integration of curriculum:

Oral language, descriptive words, art-painting.

Parent participation:





MEADSTADT CHUSD
BUS E-O
BOOKMOBILE

Oct.

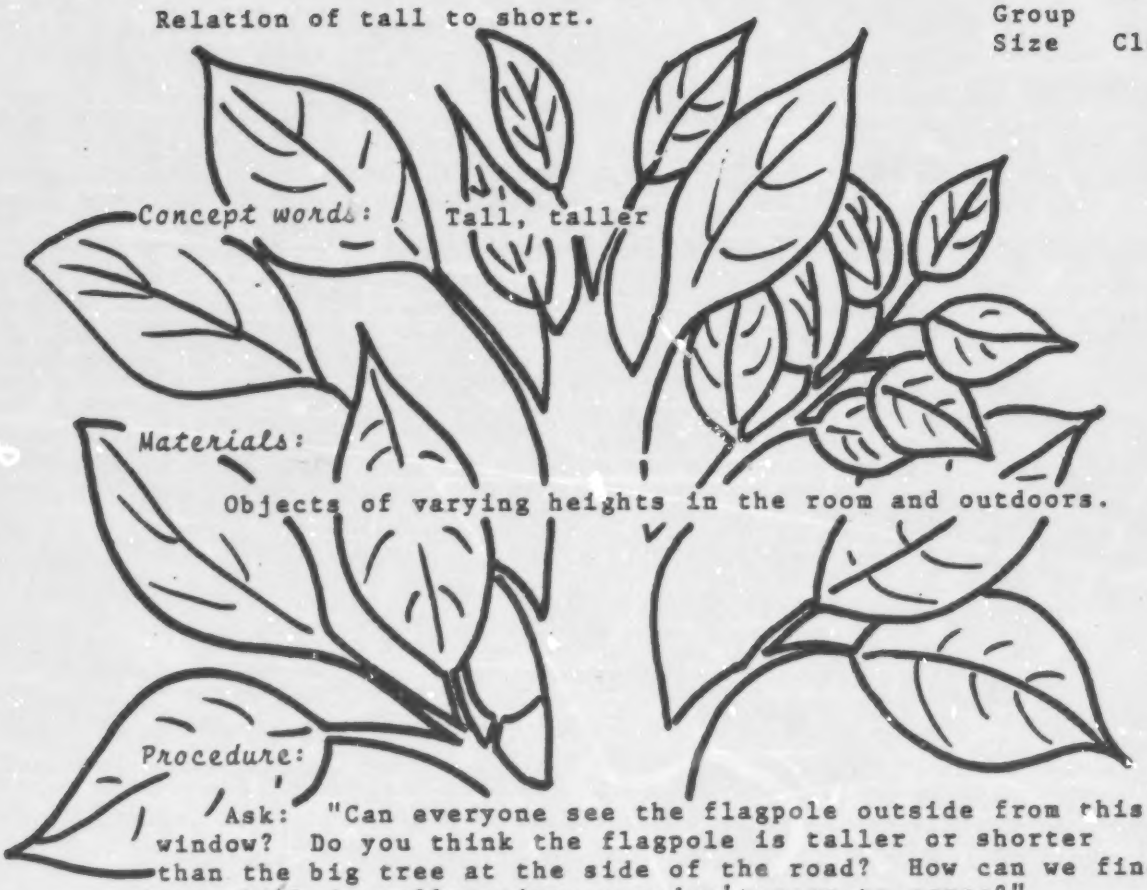
Math

Tall-Short

Group Size Class

WHICH IS TALLER?

Relation of tall to short.



Concept words: Tall, taller

Materials:

Objects of varying heights in the room and outdoors.

Procedure:

Ask: "Can everyone see the flagpole outside from this window? Do you think the flagpole is taller or shorter than the big tree at the side of the road? How can we find out which is taller since you don't seem to agree?"

Say: "Let's go outside and stand beside the tree and then beside the flagpole. Is it easier to tell now which is taller? Can you see other things we can compare?" Encourage the children to ask each other questions, such as: Is the bush taller than the gate? In some cases, they can use their bodies or hands to compare height. In other cases, they may be able to decide just by looking.

Integration of curriculum:

Review of tall - comparisons.

Parent participation:

Oct.

Math

Height-Length

Large

"THE LINE UP"

Children will be able to put the objects in order according to their length.

Group Size

Concept Words: Shortest, line up

Materials:

Straws/pencils or strips of cardboard of different lengths

Procedure:

Teacher holds 4 straws, pencils or strips of cardboard of different lengths in hand so they all look the same length. Ask 4 children to come to the front. Each one should choose a straw and then line up in order according to the lengths of the straws. Repeat with 4 different children. For a harder activity, use 5 or 6 straws of different lengths.

Integration of curriculum:

Oral language - E.S.L.

Parent participation:

Oct.

"PAPER PEOPLE LINE UP"

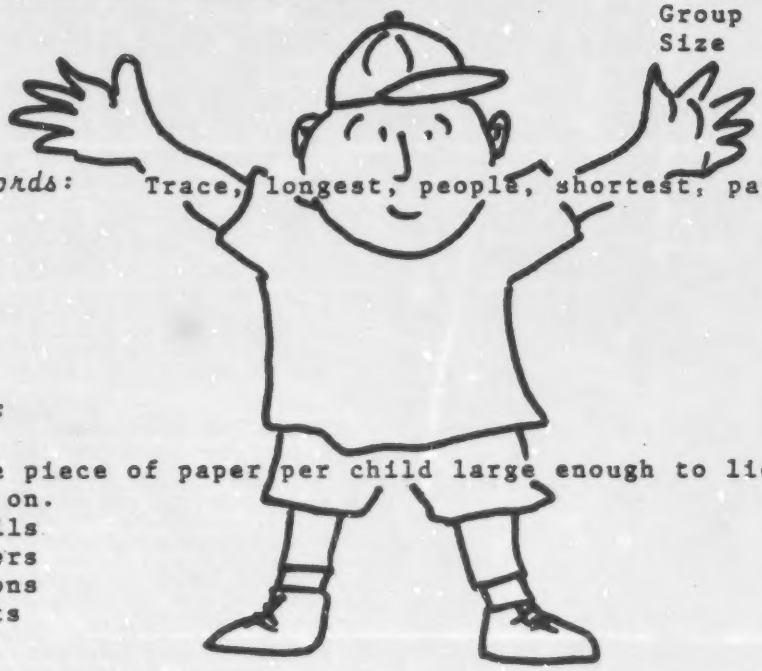
Math

Children will be able to decide who is tallest/shortest.

Heights-Length

Group Size

Large



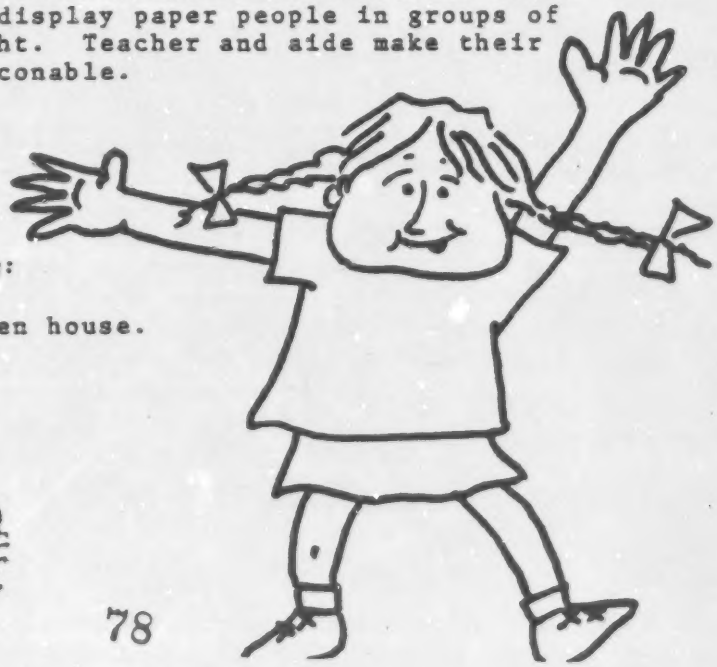
Concept Words: Trace, longest, people, shortest, paper

Materials:

Large piece of paper per child large enough to lie down on.
Pencils
Markers
Crayons
Paints

Procedure:

Teacher will give each child piece of paper large enough to lie down on. Trace around child or have children work in pairs. Cut out drawings and children paint or color them. Make a display by having children line up paper people from shortest to tallest. If some children are sensitive about their height, you might display paper people in groups of 2 or 3 according to height. Teacher and aide make their own; principal, too, if conable.



Integration of curriculum:

Oral language and open house.

Parent participation:

72

Oct.

Math

Position
Above &
Below

Group
Size Small

CROCHILDA'S - CARRY

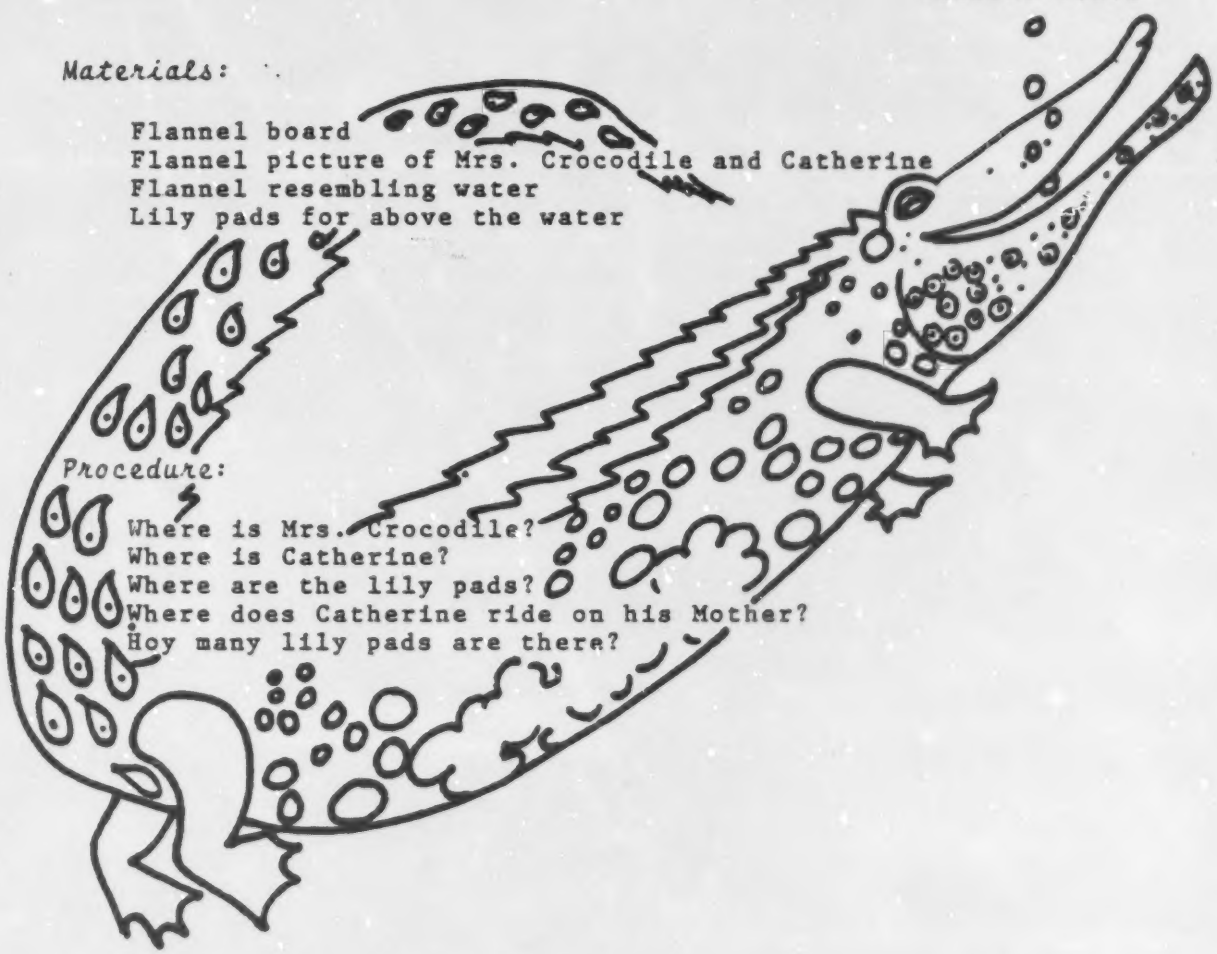
Understand the concept of above and below.

Concept Words: above, below, how many

Flannel board

Materials:

Flannel board
Flannel picture of Mrs. Crocodile and Catherine
Flannel resembling water
Lily pads for above the water

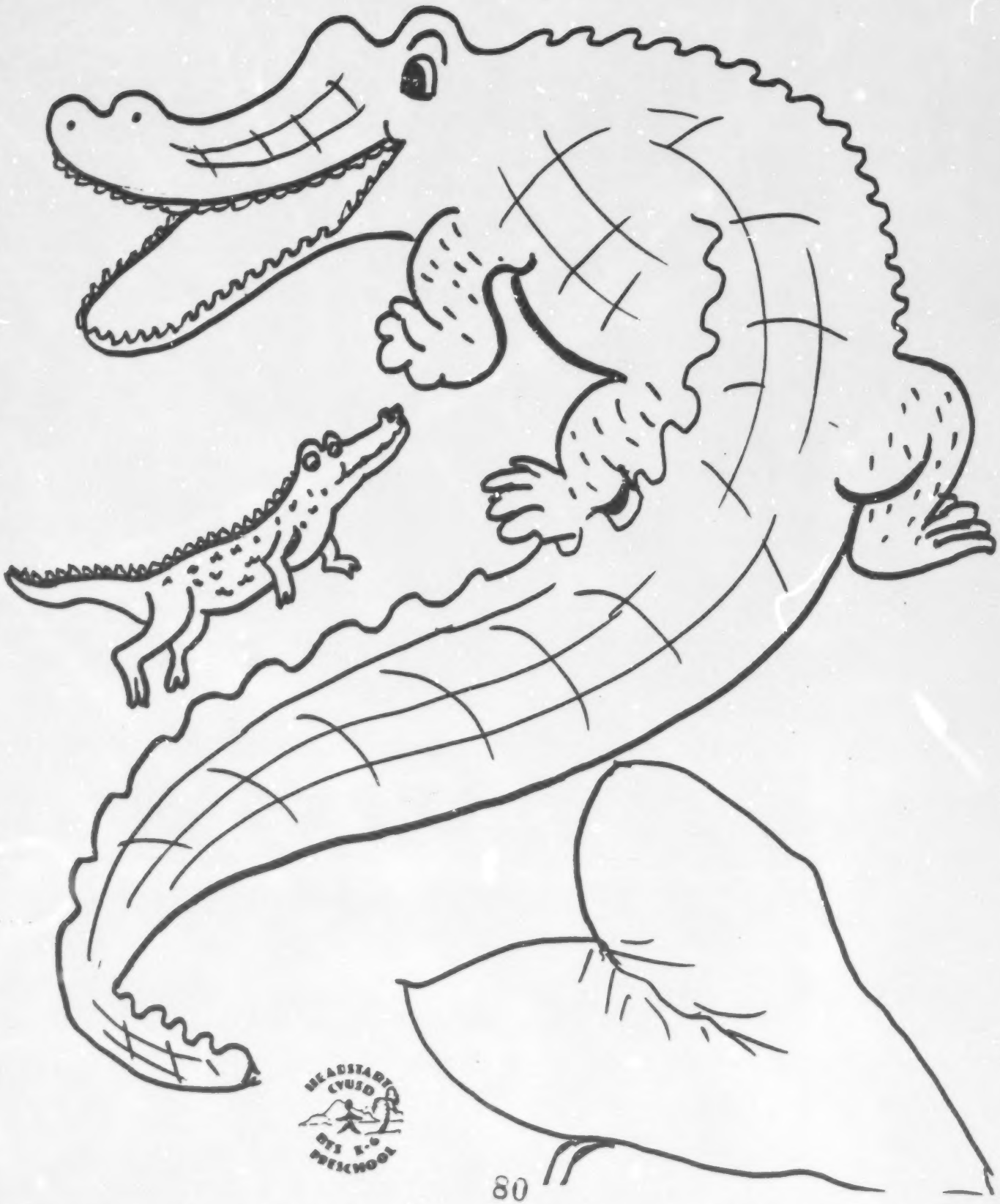


Procedure:

Where is Mrs. Crocodile?
Where is Catherine?
Where are the lily pads?
Where does Catherine ride on his Mother?
How many lily pads are there?

Integration of curriculum:

Parent participation:



(74)

Oct.

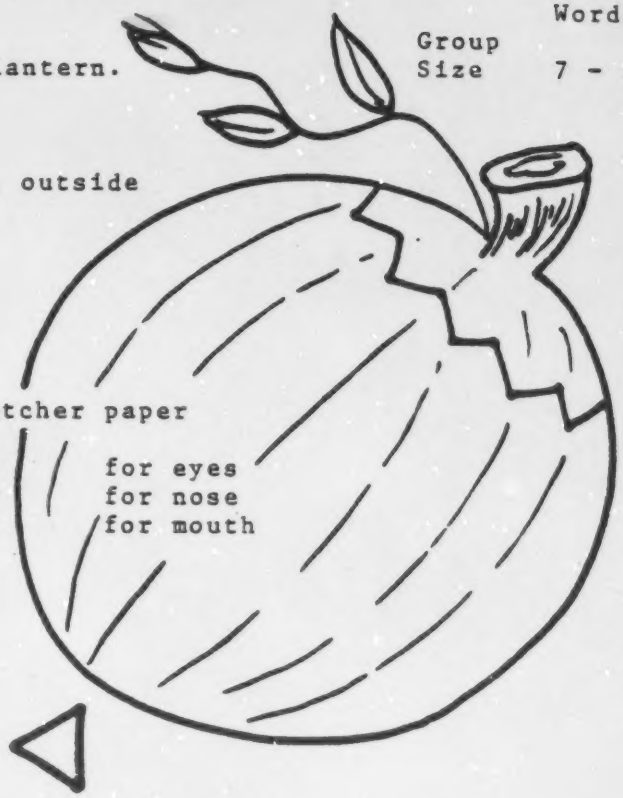
Math

Position Words

PIN-THE-FACE ON THE JACK-O-LANTERN

Child will place eyes, nose and mouth on jack-o-lantern.

Group Size 7 - 10



Concept Words: On, inside, outside

Materials:

1 piece of large orange butcher paper
1 black felt tip pen
2 black construction paper for eyes
1 black construction paper for nose
1 black construction paper for mouth
1 roll masking tape
1 blindfold

Procedure:

1. Draw outline of pumpkin with black marker on orange paper complete with stem. Put tape on back of eyes, nose, mouth.
2. Discuss where eyes, nose, and mouth would go on the pumpkin.
3. Blindfold each child and give them one of the cut-outs to stick on the pumpkin. Turn him around and face him toward the pumpkin. He then feels his way to the paper and sticks the eye, etc. on the pumpkin.
4. After the child looks where he placed his cut-out, he will be asked: "Where is it? Inside or outside the outline of the pumpkin, or on the stem?"

Integration of curriculum:

Geometric shapes; oral language; names of features of face.

Parent participation:

Oct.

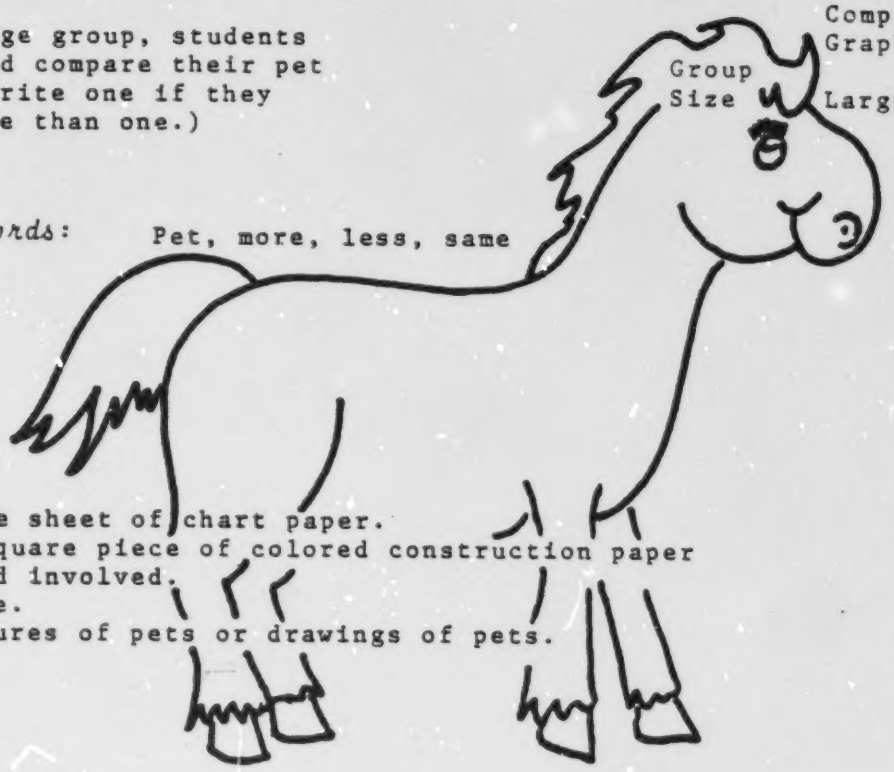
Math

Comparing
Graphing

Group Size Large

PET PARADE

As a large group, students graph and compare their pet (or favorite one if they have more than one.)



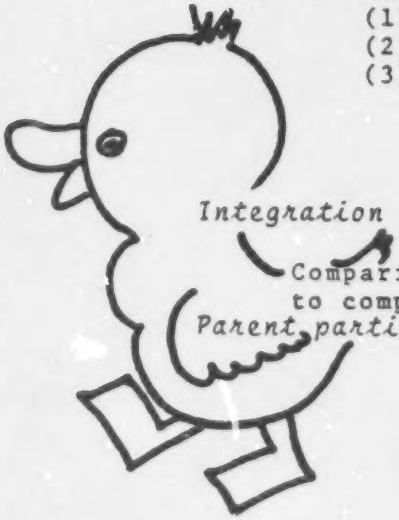
Concept Words: Pet, more, less, same

Materials:

Large sheet of chart paper.
1" square piece of colored construction paper per child involved.
Paste.
Pictures of pets or drawings of pets.

Procedure:

1. Staple chart paper to wall; low so children can reach.
2. Staple or glue pictures of pets down the left-hand margin of chart paper.
3. Students come up one at a time and paste their colored paper square behind the pet they have at home. (Be prepared to draw in a strange pet).
4. When all students have finished discuss.
   (1) How many people have a particular pet?
   (2) Do more have a cat or a dog? etc.
   (3) How many more cats are there than birds? etc.



Integration of curriculum:

Comparing, counting, graphing; working as a group to complete one finished product.

Parent participation:

WHAT ARE YOU WEARING TODAY?

Oct.

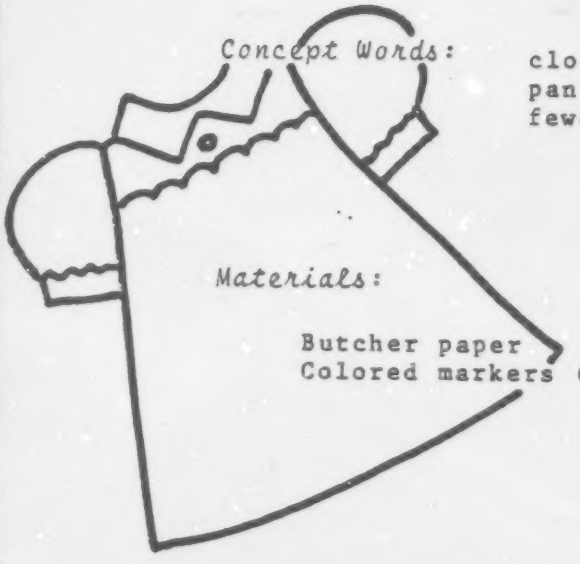
Math

Comparison, Graphing & Sorting

To show graphing and sorting by color.

Group Size Large

Concept Words: clothing words, such as shirt, blouse, pants, dress, skirt; color words; more than; fewer than



Materials:

Butcher paper
Colored markers (10 colors below)

Procedure:

Prepare a chart on butcher paper as follows:

RED				
BLUE				
YELLOW				
GREEN				
PURPLE				
ORANGE				
PINK				
BLACK				
BROWN				
WHITE				

ex.

Have the children look at their own clothes, and those of their classmates. Let them choose one thing they have on to color in an appropriate square for. In a multicolored item, help them look for and determine the predominant color. Which row is longest? Shortest? Which color has most? Fewest? Indicate one row; have someone pick another row with more or fewer.

Integration of curriculum:

Language development; self-image.

Parent participation:

Oct.

Math

Non-standard Measure

Group Size Small

ROCKETS TO THE MOON

Children will be able to measure using non-standard unit.

Concept Words: rocket, measure

Materials:

Tagboard
Markers

(bulletin board, or flannel back for flannel board)

Procedure:

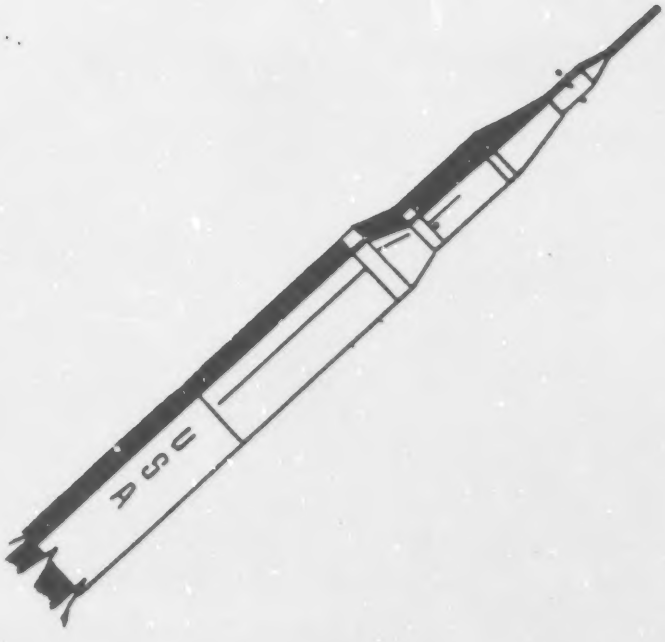
Cut out several small rockets to use for measuring. Enlarge the rocket to about 12" tall, and cut one out. Can also use a cutout of the moon, or a planet.

On the bulletin board or flannel board put the tall rocket at base, with moon, etc. above. Measure: how many rocket lengths long is the rocket? The distance from the rocket to the moon? To another planet?

Integration of curriculum:

Language development; unit measure.

Parent participation:


PSC

Oct.

Math

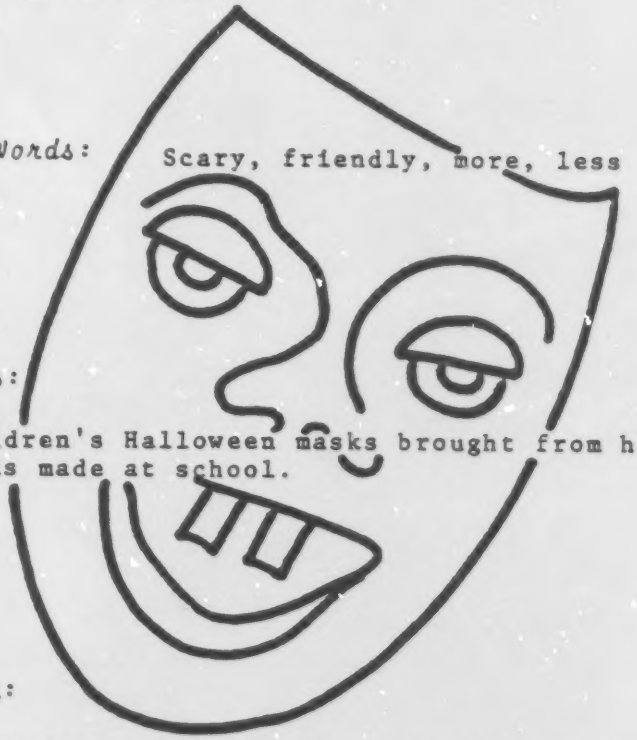
Graphing

Group Size Large

GRRRR OR SMILE

Students will graph and compare Halloween masks.

Concept Words: Scary, friendly, more, less



Materials:

Children's Halloween masks brought from home or masks made at school.

Procedure:

1. Students sit around rug in a circle.
2. Discuss scary and friendly with students.
3. Students place their masks in two lines down middle of rug; scary line and friendly line.
4. Compare and discuss.

Students might <u>make</u> masks at school and use them for this activity.

Integration of curriculum:

Oral language, graphing.

Parent participation:

(80)

Oct.

JACK-O-LANTERN PUFFS

Math

The child will develop ability to follow directions by making candy.

Measuring

Group Size 6,7,8

Concept Words: Candy, thermometer, tsp., waxed paper, ingredients, saucepan, cup.

(Recipe should be written on large chart paper before)

Materials:

Saucepan	1-1/2 cups sugar
Cooking spoon	1/2 cup water
Candy thermometer	1/2 cup white corn syrup
Hot plate	1-1/2 tsp. salt
Measuring spoon	1/3 cup soft butter or margarine
Teaspoon	1/4 tsp. red & yellow food coloring
Large bowl	10-1/2 cups ready to eat cereal
Waxed paper	

Procedure:

1. Measure and mix in a saucepan the sugar, water, corn syrup, salt, butter, one drop red and 2 drops yellow food coloring (to make mixture orange).
2. Place the pan on hot plate; cook the mixture to 250° on candy thermometer.
3. Measure the cereal into a large bowl.
4. Pour the cooked mixture slowly over cereal, stirring constantly to mix candy and cereal.
5. Shape into balls and place on waxed paper.

Teacher follow-up:

1. What happens when I add the red and yellow food color?
2. How does the mixture feel?
3. Shape into balls and we'll eat later.

Integration of curriculum:

Oral language through measuring and mixing

Parent participation:

Oct.

Math

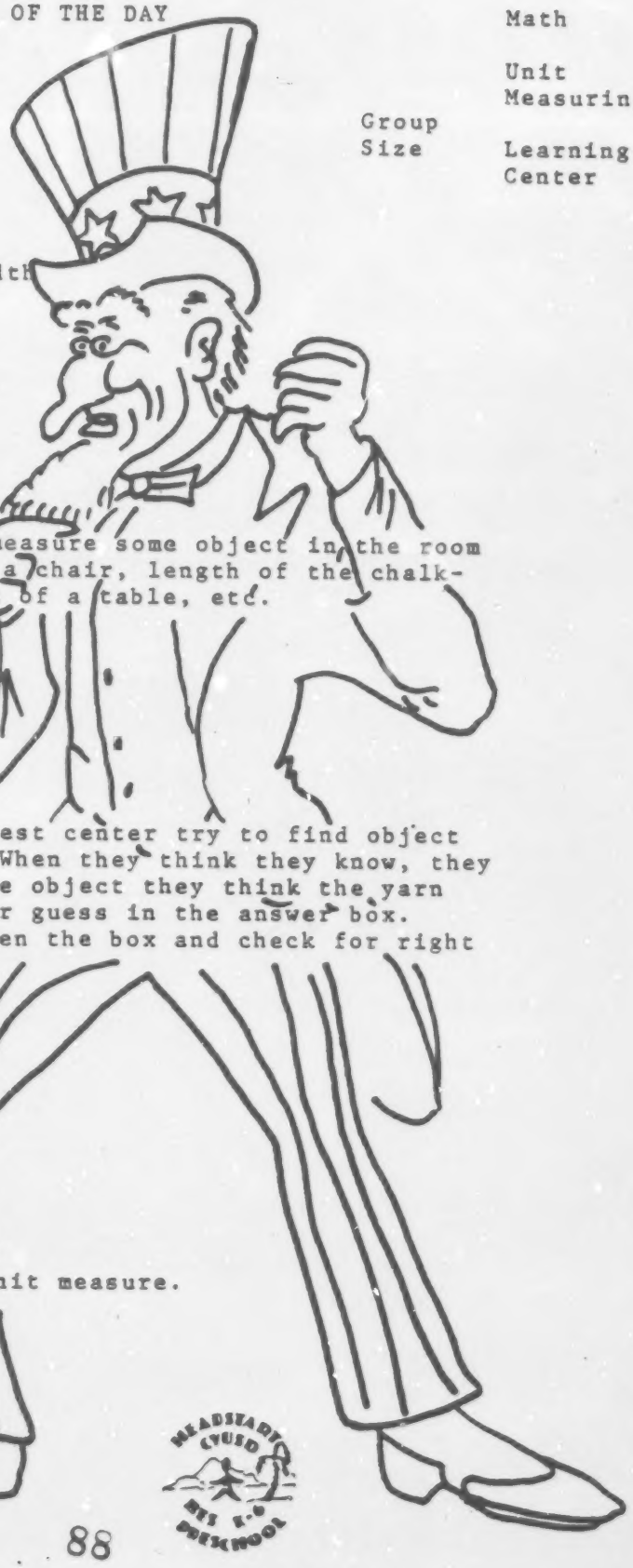
Unit
Measuring

Group
Size

Learning
Center

MEASURE OF THE DAY

To build skills
in linear measure.



Concept Words: length, width
height, measure

Materials:

Pieces of yarn that measure some object in the room such as the width of a chair, length of the chalkboard, eraser, height of a table, etc.

Answer box.
Paper.
Crayons.

Procedure:

Children at the interest center try to find object that the yarn measures. When they think they know, they will make a drawing of the object they think the yarn measures. They drop their guess in the answer box. At the end of the day, open the box and check for right answers.

Integration of curriculum:

To give practice in unit measure.

Parent participation:

HALLOWEEN HALVES

Oct.

Math

One-half

Group Size — Large or Small

Recognize one-half.

Concept Words:

one-half

Materials:

Ditto work sheet for each child
Paper cut-outs of owl, ghost, spider, pumpkin, or others

Procedure:

Use the cut-outs to show 1/2 by folding. Fold also to show part that is not 1/2. Let children try to fold the cut-outs in half. Remind them that if it is half, both parts will be the same. See if they can tell you why a particular is not half.

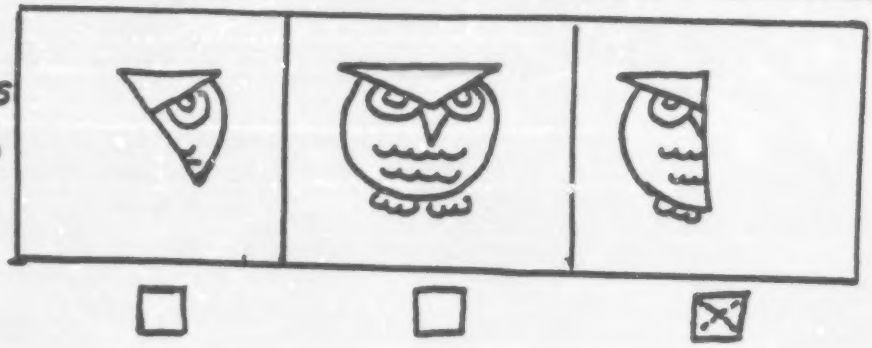
Integration of curriculum:

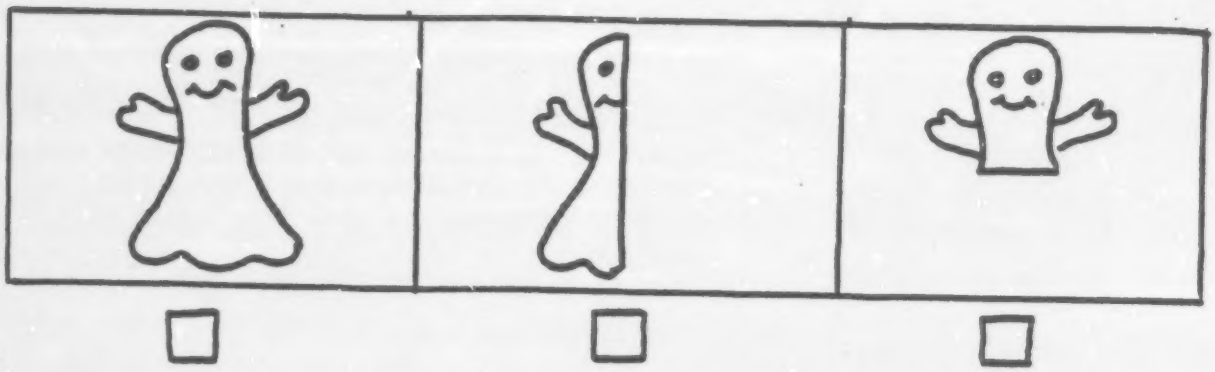
Small muscle development.

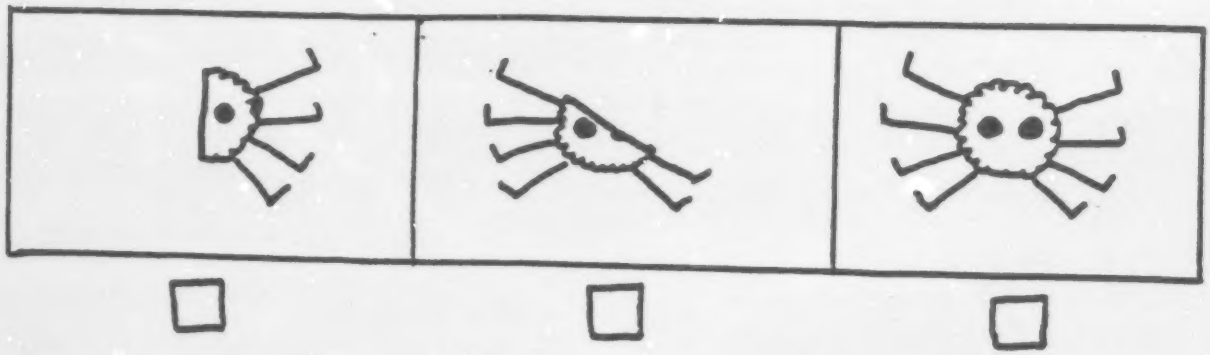
Parent participation:

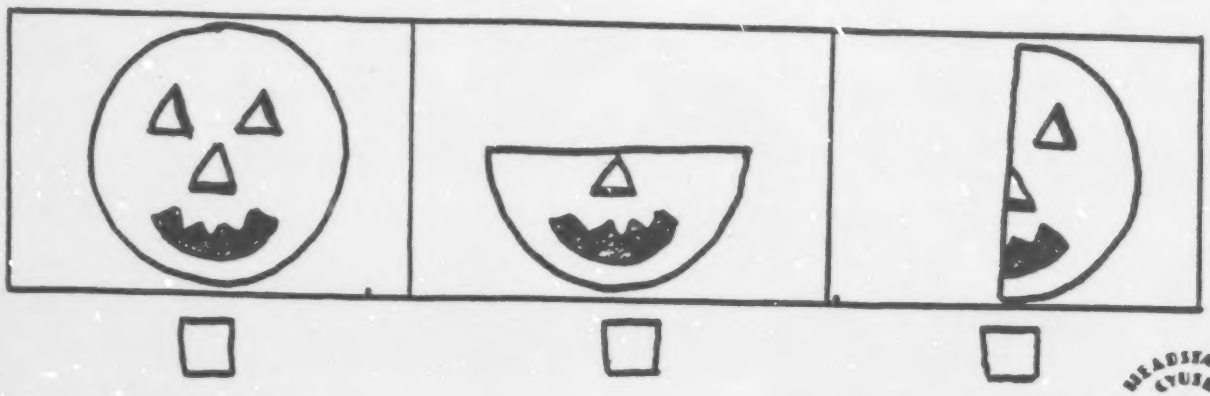
name _____

Which shows one-half ?









Oct.

FIND-A-HALF

Math

Children will measure objects that are about one half a stick long.

Halves

Group Size: Small

Concept Words: One-half

Materials:

Measuring stick
Classroom objects

Procedure:

Teacher will locate and mark the midpoint of a measuring stick. Give each child a marked measuring stick. Direct them to find objects around the room that are about one-half a stick long. Extend the activity to include objects that are either more or less than one-half a stick long.

Integration of curriculum:

Oral language; E.S.L.

Parent participation:

Oct.

Math

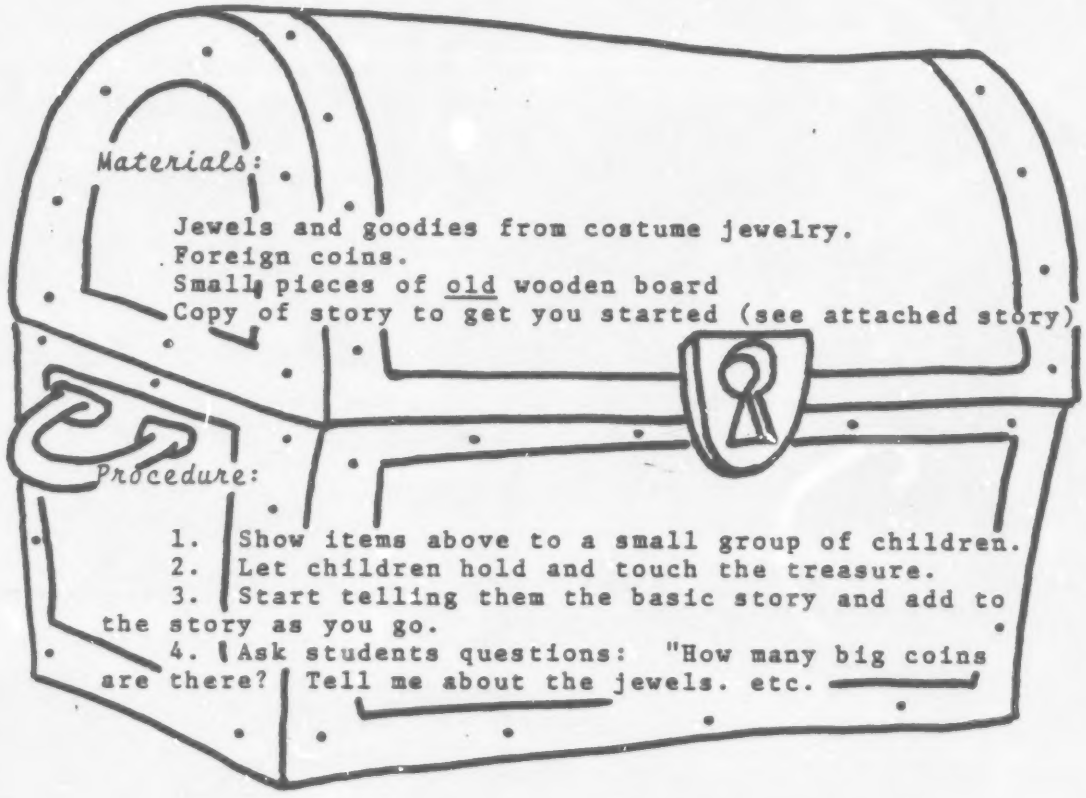
Number Stories

Group Size Small

HIDDEN TREASURE

Student will orally discuss items and story with teacher using a variety of math skills and words.

Concept Words: Jewels, coins, buried, more less



Materials:

Jewels and goodies from costume jewelry.
Foreign coins.
Small pieces of old wooden board
Copy of story to get you started (see attached story)

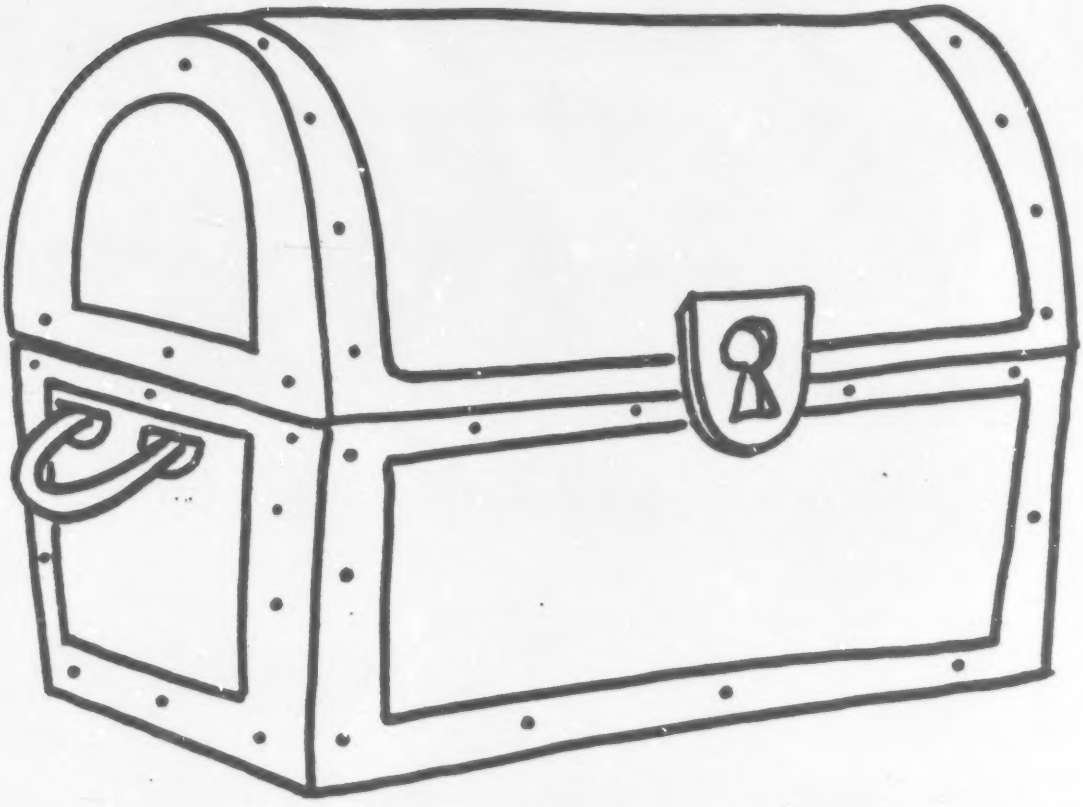
Procedure:

1. Show items above to a small group of children.
2. Let children hold and touch the treasure.
3. Start telling them the basic story and add to the story as you go.
4. Ask students questions: "How many big coins are there? Tell me about the jewels. etc.

Integration of curriculum:

Counting, oral language, terms: more and less.

Parent participation:



HIDDEN TREASURE

Last night as I was sleeping I heard strange noises in my back yard. I got up and tip-toed to the window. There in the moonlight I saw strange men digging a hole in my yard. The neighbors dog started barking and they ran away. They were carrying an old wooden box and spilled something from it by the gate. Here is what I found this morning.

Oct.

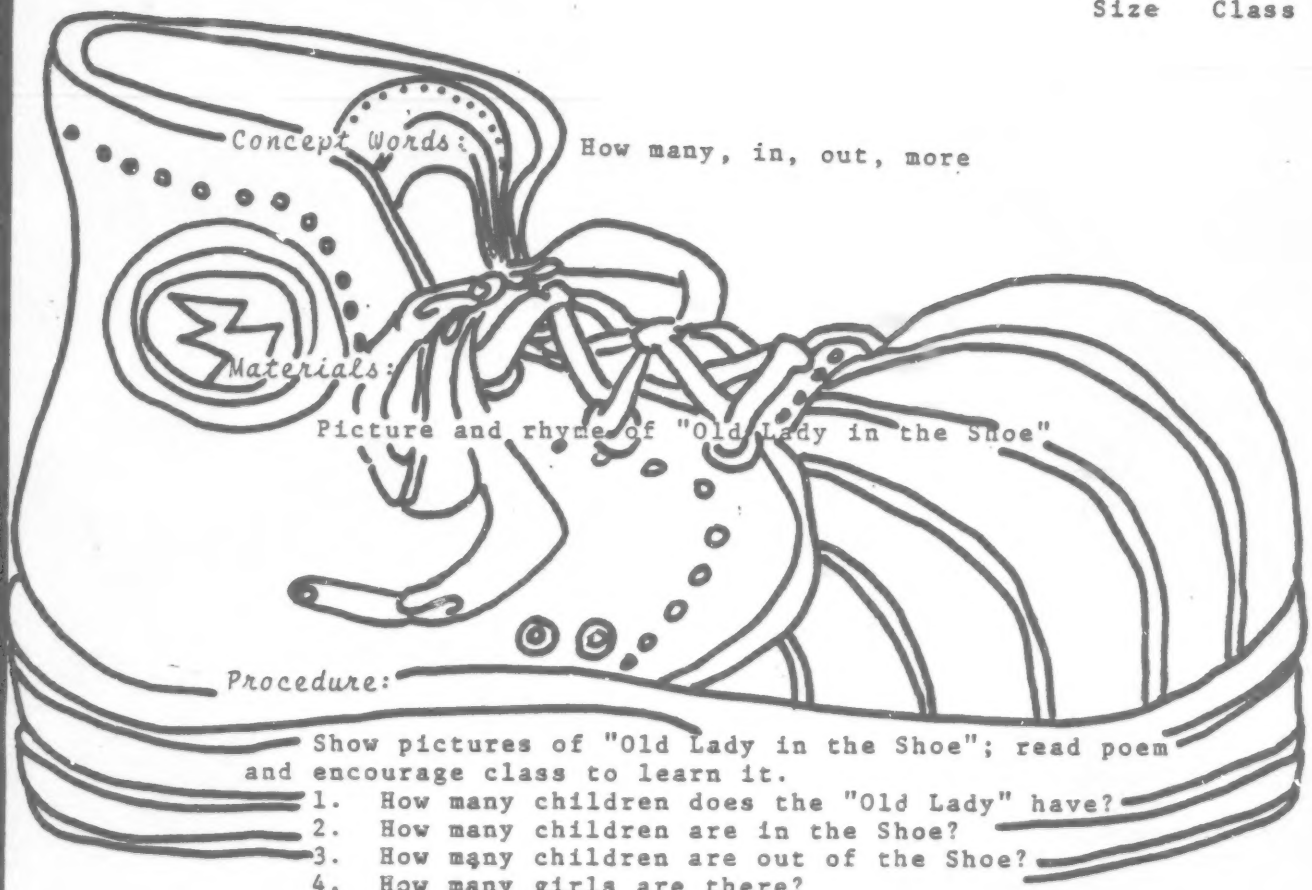
SHOE FOR ME AND YOU

Math

Story problem

Story Problem

Group Size: Class



Concept Words: How many, in, out, more

Materials:

Picture and rhyme of "Old Lady in the Shoe"

Procedure:

Show pictures of "Old Lady in the Shoe"; read poem and encourage class to learn it.

1. How many children does the "Old Lady" have?
2. How many children are in the Shoe?
3. How many children are out of the Shoe?
4. How many girls are there?
5. How many boys are there?
6. Are there more boys or girls?

Integration of curriculum:

Oral language.

Parent participation:

1 LITTLE, 2 LITTLE, 3 LITTLE SPACEMEN

Oct.

Math

Number Story

Counting to 10

Group Size Small

Concept Words: Spaceman

Materials:

Picture of a spaceman, or a book with a spaceman in it.

Procedure:

Teach the rhyme (or sing to the tune of "10 Little Indians")

One little, 2 little, 3 little spacemen
Four little, 5 little, 6 little spacemen
Seven little, 8 little, 9 little spacemen
Ten little men in space.

Each finger is a spaceman. Let other children be the leader.

Integration of curriculum:

Rhythm.

Parent participation:

(90)

Oct.

ROCKET TRIP - PANEL

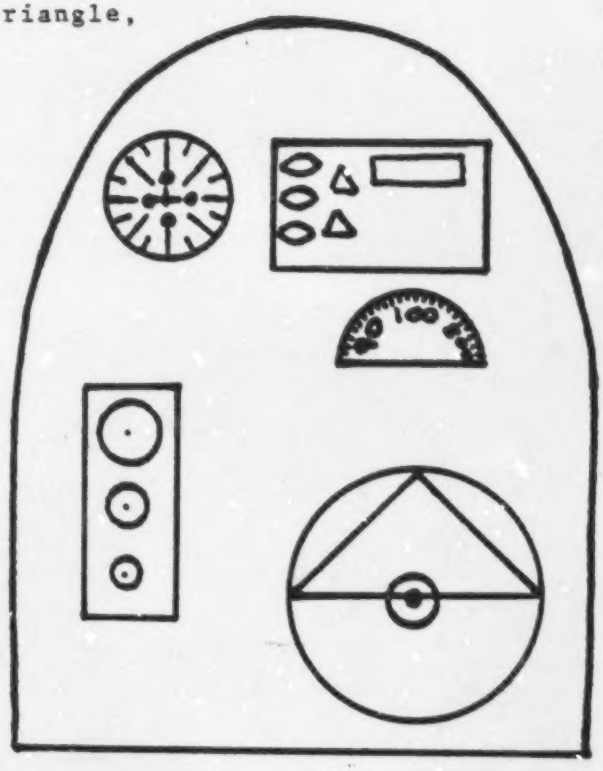
Math

Instrument Panel Shapes

Story

Group Size: Individual

Concept Words: Circle, rectangle, triangle, square

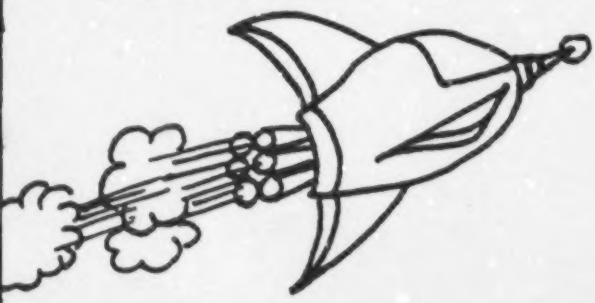


Materials:

Mirror, old spools and buttons
Cardboard or cardboard box
Glue

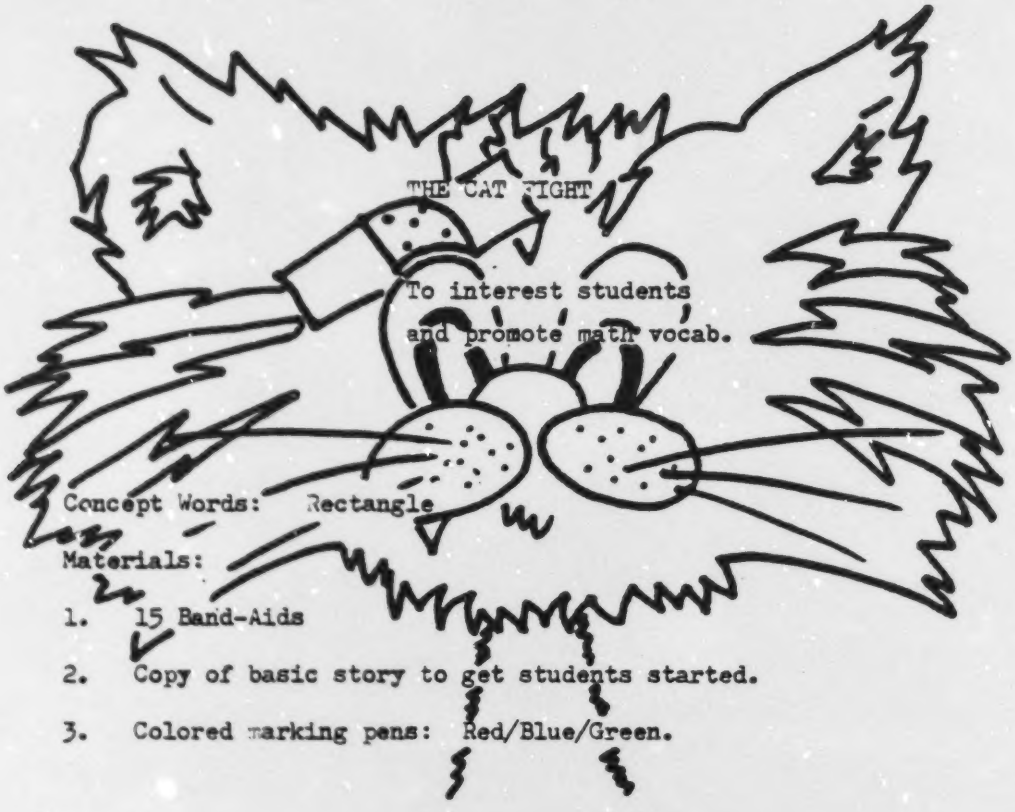
Procedure:

Glue a mirror, old spools, and buttons onto a piece of cardboard.
Draw on the speedometer, clock, etc.
Talk about different shapes on the panel.



Integration of curriculum:

Parent participation:



THE CAT FIGHT

To interest students and promote math vocab.

Oct.

Math.

Number Story

Small or Large Group

Concept Words: Rectangle

Materials:

1. 15 Band-Aids
2. Copy of basic story to get students started.
3. Colored marking pens: Red/Blue/Green.

Procedure:

1. Apply 15 Band-Aids to your arms and face before arriving at school. Make a red dot on some, a blue dot on some, and a green dot on others.
2. Tell students basic story about the cat fight you tried to separate, see attached.
3. Count the Band-Aids/talk about the shape/count the red dots, etc. etc.

Integration of curriculum:

Math vocab.

Parent participation:

BASIC STORY

I have two cats Fluffy and Morris. Early this morning I heard a terrible noise in my back yard. Yes, the cats were fighting. I was afraid they would get hurt so I got up, went to the back yard and tried to separate them. Look what happened!

Oct.

Math

Number Story

BARNYARD CHAOS

Children will offer possible solutions to story.

Group Size 5 7

Concept Words: Farm animal names: chicken, goat, horse, cow, pig, dog, cat, sheep, turkey, etc.

Materials:

1 set of plastic farm animals with yarn for fences.

Procedure:

Tell the story: "Alex and Carlos went to their grandfather's farm during the summer for a visit. The trip to the farm was long and hot in the car and they were looking forward to a cool swim in the pond at the farm.

But when they got there, they were in for a shock. All of the animals were in the main corral by the barn. Grandfather was mending the fences on the rest of the farm and he had put all the animals in the main corral. (Place all farm animals in one large circle of yarn.) Grandfather asked the boys if they would help him put the animals back in the smaller corrals. How did they decide where to put the animals? Put down eight smaller yarn circles. What would you do if there were only 6 corrals or 5?

Integration of curriculum:

Oral language; logical reasoning.

Parent participation:

Oct.

Math

Number Story

Large

"PUMPKINS! PUMPKINS!

Children paint/carve/ decorate pumpkins and make up a number story about them.

Concept Words:

Accept any language offered by children.

Materials:

1. Pumpkins of varying sizes.
2. Sharp knife - teacher only.
3. Black felt tip marker.
4. Elmers glue.
5. Objects such as stones, sticks, bottle caps, etc. (to decorate pumpkins, if desired).

Procedure:

Teacher and students paint/carve/decorate pumpkins.

Children name pumpkins and their stories may include the following math concepts:

1. Big/small
2. Geometric shapes
3. How many
4. Heavy/heavier
5. Number line
6. Half/whole
7.

Integration of curriculum:

Oral language.

E.S.L.

Parent participation:

Oct.

WATER FUN!

Math

Given groups of objects, they will make up a number story.

Number Stories

Group Size -

Learning Center

Concept Words: In, Out

Materials:

Ditto
Basket

Procedure:

Cut ditto in strips, then cut each strip into individual pictures. Put pictures into a basket.

Have child reach into basket and choose 3 pictures to make up a story problem. This can be used for addition as well as subtraction.

Integration of curriculum:

Oral language; enhance addition and subtraction.

Parent participation:

Oct.

Math

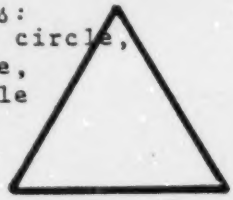
Logical Reasoning

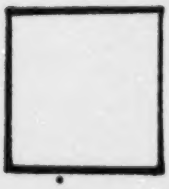
Group Size Class

CLUB MEMBERS

To use deductive reasoning to find similar shapes.

Concept Words:
square, circle, triangle, rectangle



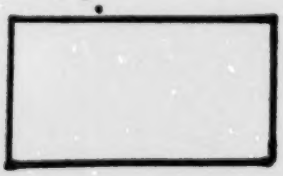


Materials:

Dittos
Crayons

Procedure:

Explain that the first picture on the line tells the child what shapes to look for on that line. They are to color matching shapes.

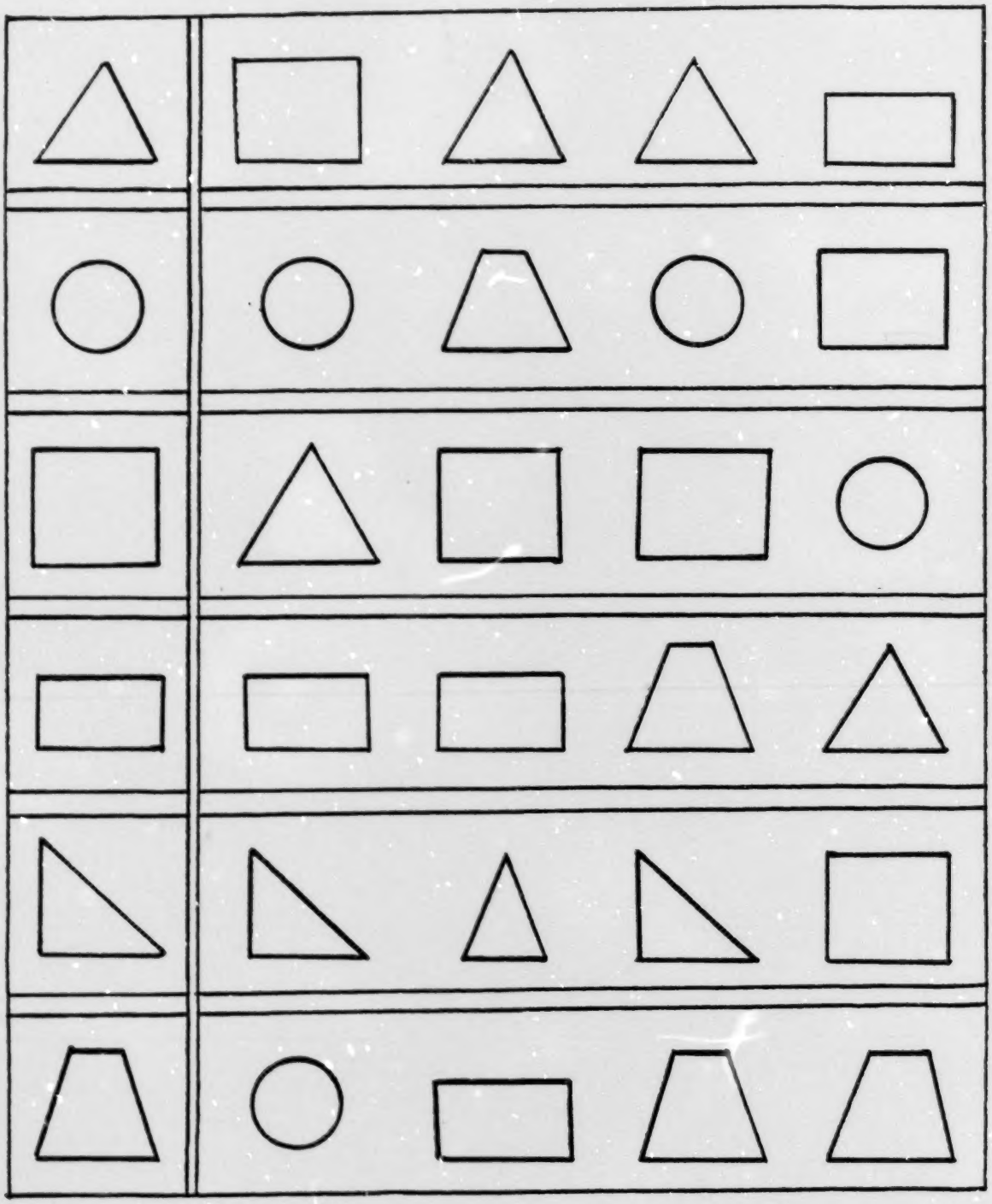


Integration of curriculum:

To enhance logical reasoning.

Parent participation:

Find the Club Members



Oct.

GRAPHING FAVORITE FRUITS

Math

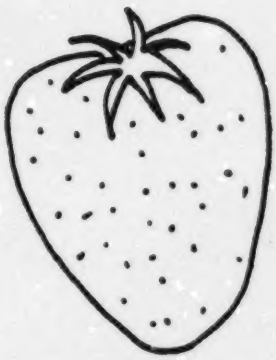
The child will gain an awareness of graphs and graphing through familiar items.

Logical Thinking

Group Size Class

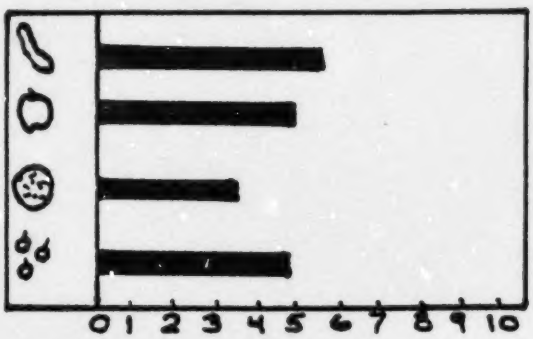
Concept Words:

graph
fruits



Materials:

Bar graph drawn out on chart paper



Procedure:

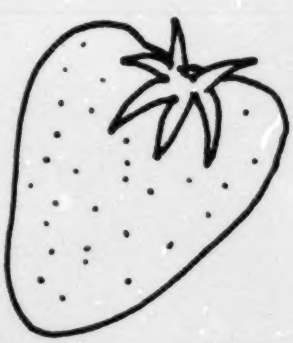
Ask each child his favorite fruits (tallying) is the simpliest form of graphing.

It is essential that the children see teacher add level to bar graph. You cannot ask each child to name a favorite fruit and still expect graph to be meaningful.

Integration of curriculum:

Oral language.

Parent participation:



Oct.

STORY SEQUENCING

Math

Each child will draw a picture from a story read by teacher. Class will arrange all the pictures in their logical sequence.

Logical Reasoning

Group Size 5 - 10

Bulletin board

Concept Words:

sequence
arrange

Materials:

Story with obvious sequence of events.
Plain white or manila construction paper.
Crayons.

Procedure:

1. Teacher reads story to the group.
2. Each student in group draws a picture showing one of the event which took place in the story.
3. When all the pictures are complete, have the students arrange the pictures in sequence as they occurred in the story.
4. These may be displayed on the bulletin board.

Integration of curriculum:

Oral language - art.

Parent participation:

Oct.

BATS & CATS - ALL IN A ROW

Math

To recognize and repeat a shape pattern.

Patterning

Group Size Large

Concept Words: Bats, cats, pattern

Materials:

Ditto sheet with 3 each bats and cats.
Strip of paper approx. 6 x 12 for each child.
Paste
Scissors
Black crayon

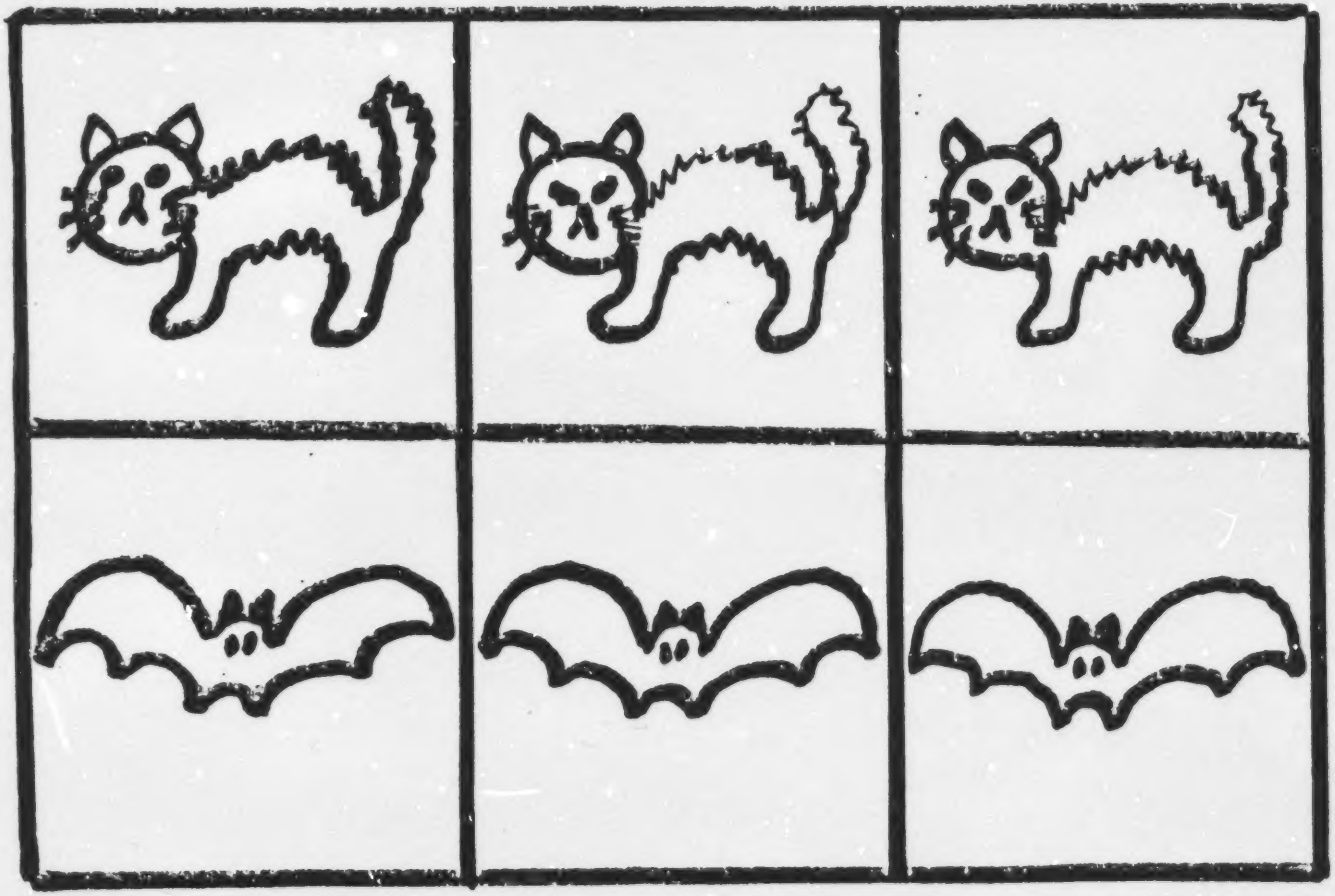
Procedure:

On a 6 x 12 strip paste cat - bat - cat. Ask what would come next. Then what? Have the children color their cats and bats (encourage them to use black), cut them apart, and paste the pattern on their strip of paper.

Integration of curriculum:

Language development; small muscle development.

Parent participation:



Oct. (103)

Math

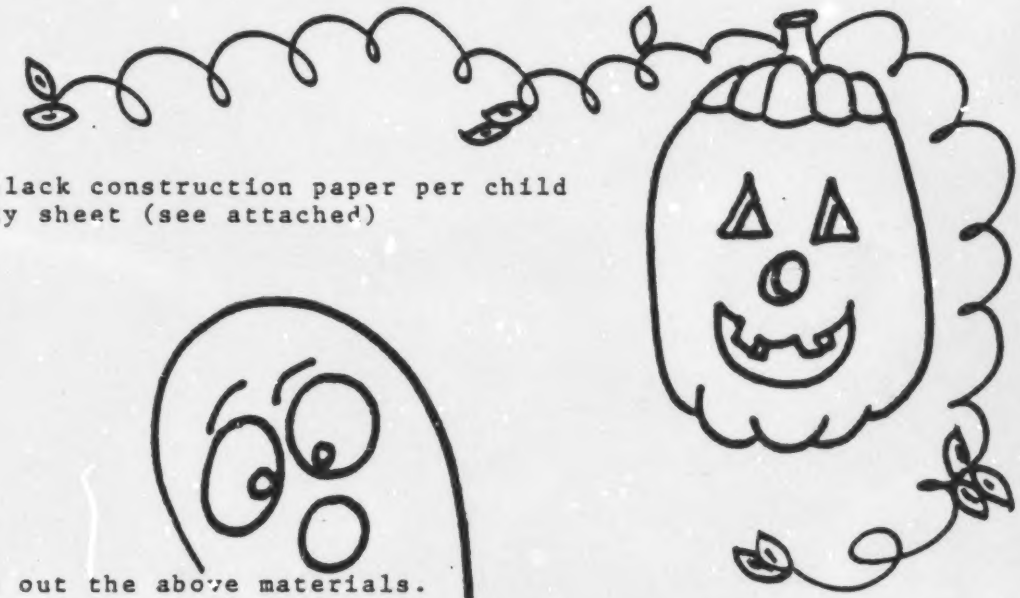
Patterns

JACK-O-LANTERN-GHOSTS

Form a pattern using pumpkins and ghosts

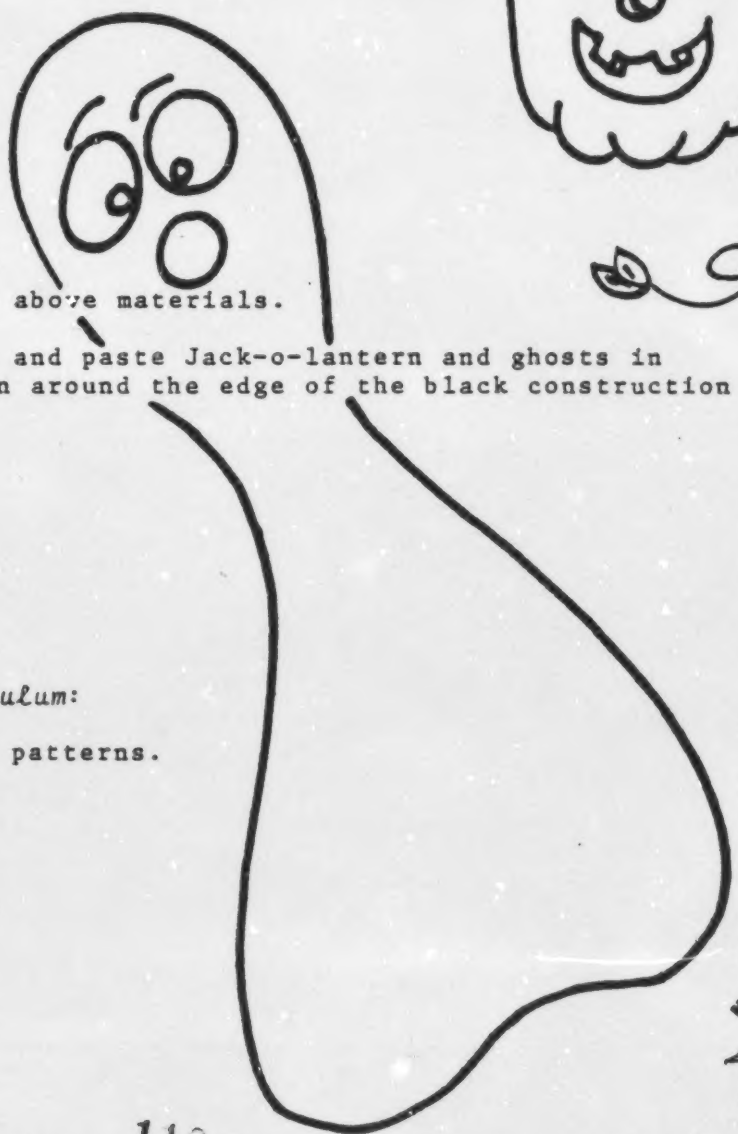
Group Size: Small or Large

Concept Words: Jack-o-lantern ghosts, edge



Materials:

1 sheet black construction paper per child
1 activity sheet (see attached)
Scissors
Paste



Procedure:

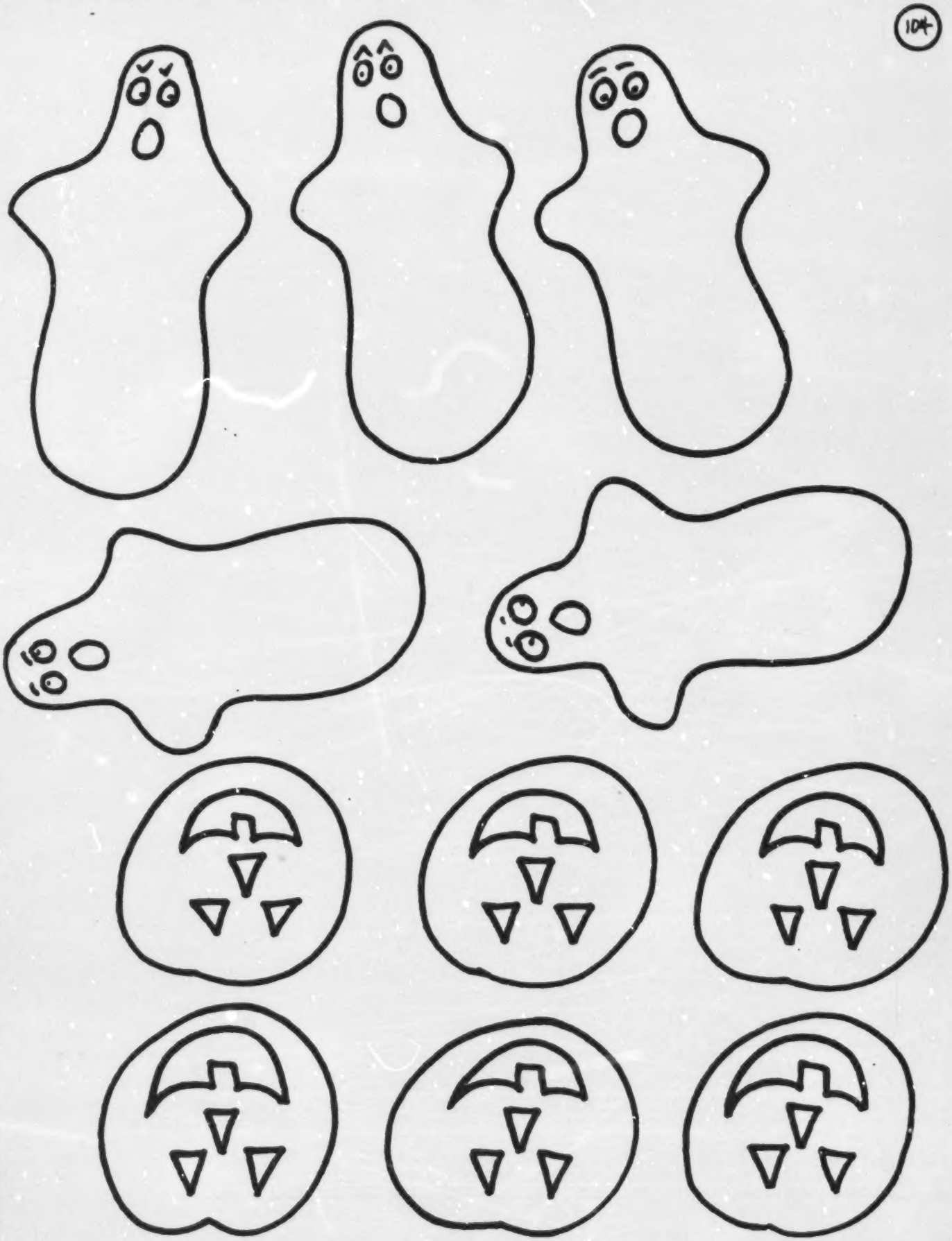
1. Pass out the above materials.

2. Students cut and paste Jack-o-lantern and ghosts in an alternating pattern around the edge of the black construction paper.

Integration of curriculum:

Cutting, pasteing patterns.

Parent participation:



Oct.

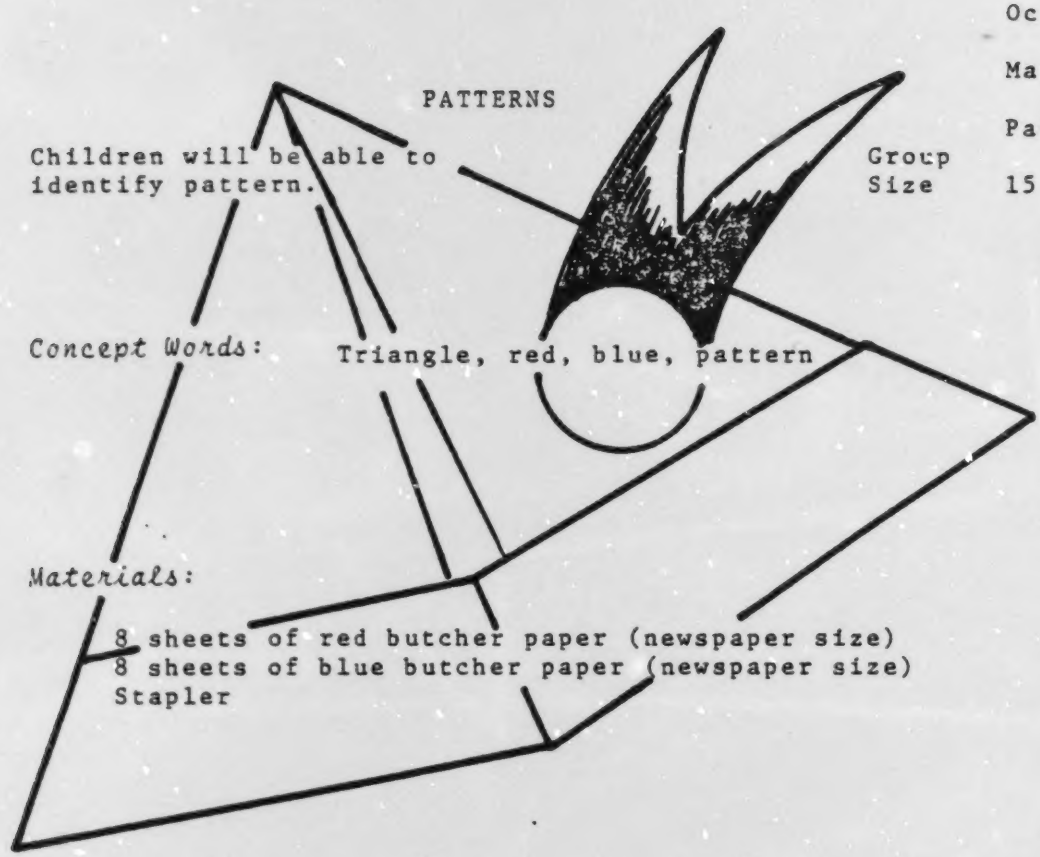
Math

Patterns

PATTERNS

Children will be able to identify pattern.

Group Size 15



Concept Words: Triangle, red, blue, pattern

Materials:

8 sheets of red butcher paper (newspaper size)
8 sheets of blue butcher paper (newspaper size)
Stapler

Procedure:

1. Demonstrate to group how to fold a piece of paper into a triangle sailor hat.
2. Have 5 boys put on red hats and 5 girls put on blue hats. Have these children form a line in the following order: boy with red hat, girl with blue hat, boy with red hat, girl with blue hat.
3. Challenge the children to discover the two patterns: boy, girl, boy and red hat, blue hat, red hat.
4. Ask questions: "Who could we put at the end of the line and why?" "Who makes a different pattern?"

Integration of curriculum:

Small muscle development; hand-eye coordination.

Parent participation:

(106)

Oct.

Math

Halves

Interest Center

HALLOWEEN HALVES

To teach half.

Group Size

Concept Words: Half, broken line (dotted line)

Materials:

Ditto
Scissors
Paste
Crayons

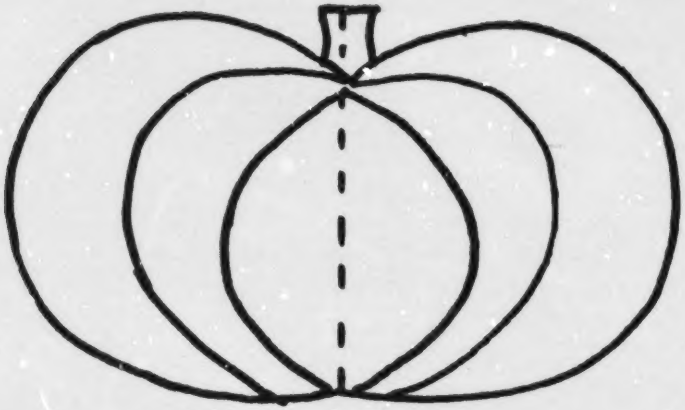
Procedure:

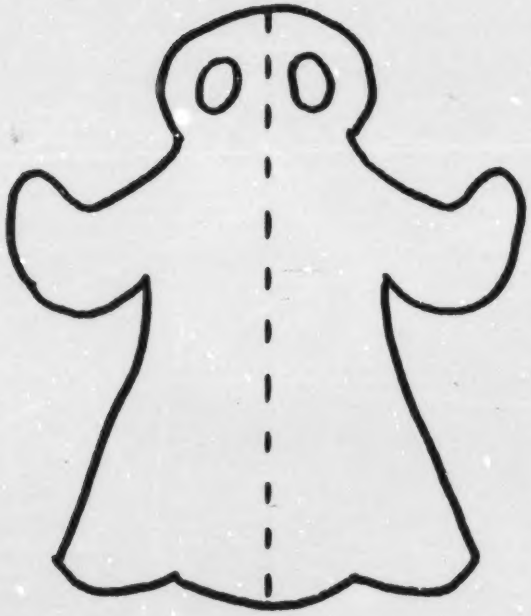
Each child has two ditto sheets.
Cut out duplicate pictures of original ditto.
Cut on dotted lines to make halves.
Paste halves over original to form whole.

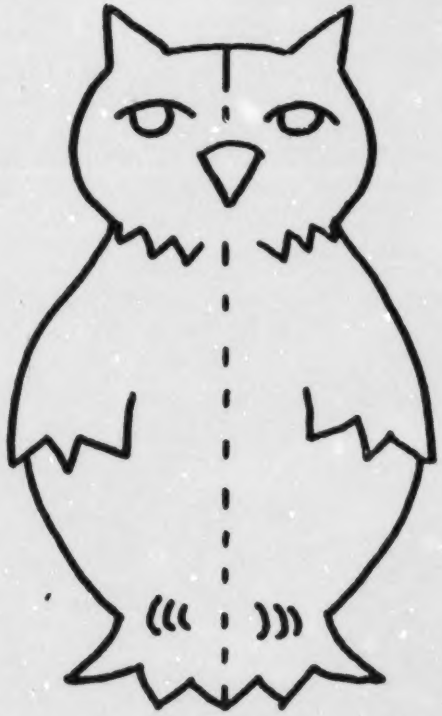
Integration of curriculum:

Reinforce concept of 2 halves make a whole.

Parent participation:







Oct.

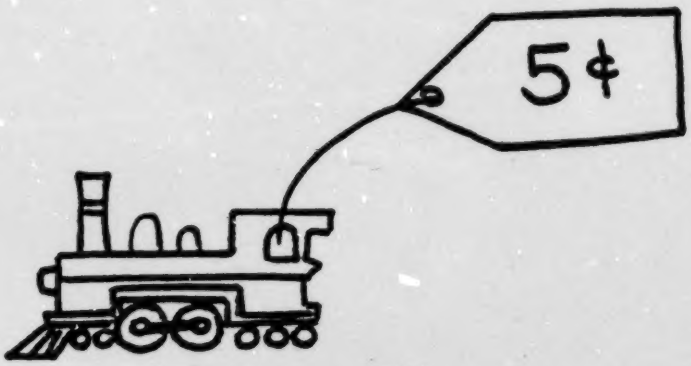
Math

Money

Group Size Large

"LET'S PLAY STORE"

Children decide cost of items and price them accordingly.



Concept Words:

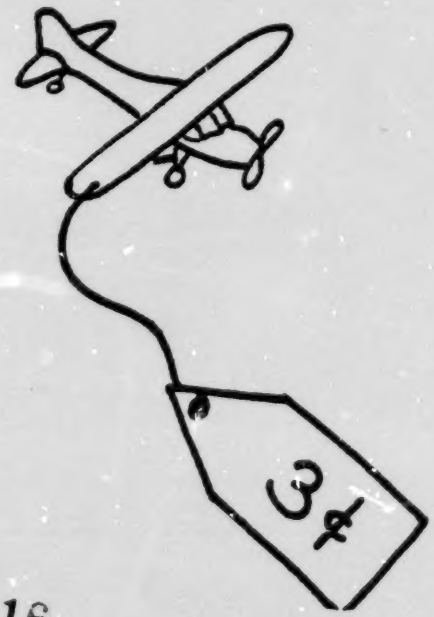
price tag
cost

Materials:

Small classroom objects: blocks, cars, etc.
Price tags
Pennies (several rolls)

Procedure:

Teacher gives children objects and price tags marked from 1 cent to 5 cents. Let children set up a store deciding on the price of the items and tagging them. Discuss with the children which items cost more than others. Allow the children to play store.



Integration of curriculum:

Oral language; E.S.L.

Parent participation:

(109)

Oct.

Math

Time

MEASURING & COMPARING TIME UNITS

The child will develop a better understanding of time units.

Group Size 6,7,8

Concept Words: Second, minute, hour

Materials:

Automatic timer

Procedure:

The teacher and children discuss the words "second", "minute", and "hour". Ask the children to blink and explain that this takes about a second. Set the timer for one minute and tell the children to see what can be done in one minute. Experiment with longer units of time.

Which is longest, second, minute or hour?
What can be done in a second, minute, hour?

Integration of curriculum:

Develop an awareness of time.

Parent participation:

Oct.

THE NUMBER MARCH

Math

Children will practice counting Nos. 1 - 5 while marching to song.

Books-Record

Group Size 30

Concept Words: March

Materials:

Hap Palmer Record - Learning Basic Skills Through Music, Volume I
Song: The Number March

Procedure:

1. Demonstrate marching.
2. Explain to children that song starts with one person marching around the circle.
3. When the record says 2 people march around the circle, the first person picks someone to march behind him. This continues up to 5.
4. Next, children will sit down as number of people marching decreases according to the directions in the song.

Integration of curriculum:

Music - marching. Circle; large muscle coordination.

Parent participation:

Oct.

Math

Book
Big, Little

Group Size
Whole Class

TOP AND BOTTOM-GRAHAM ROUND

Children will become aware of what is top and what is bottom.

Concept Words: Top, bottom, attic, basement

Materials:

Procedure:

Follow-up activities:

1. Have children make a pile of boxes. Put the biggest at the bottom and the smallest on top.
2. Paint the top of each box one color. Paint the bottom a different color.

Integration of curriculum:

Book

Parent participation:

Oct.

Math

Book

TEN APPLES UP ON TOP

One more than--number progression, counting objects to 5, rote counting to 10.

Group Size: Large or Small

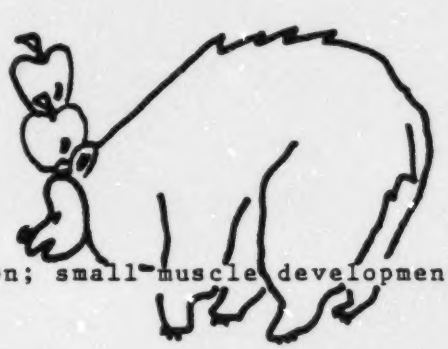
Concept Words: one more than

Materials:

Ditto sheet of animals for each child.
Ditto sheet of apples for each child.
Scissors, crayons, and paste for each child.
Book - Ten Apples Up On Top by Theo. LeSieg

Procedure:

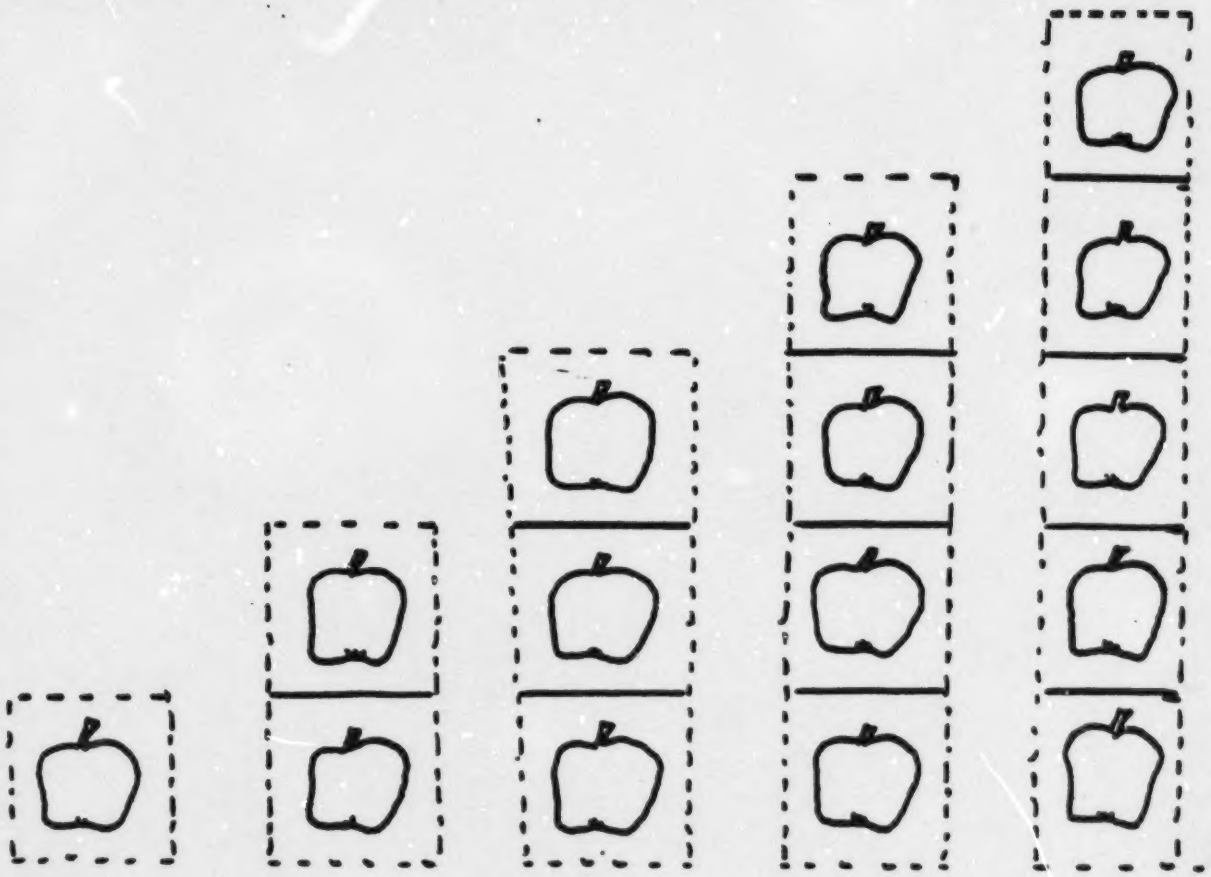
1. Read the book to the class.
2. Go back through the first several pages of the book counting the apples together. Show how each time it's one more than.
3. Let the children paste the apples on the animals' heads, starting with one.
4. Color the picture.



Integration of curriculum:

Left-to-right progression; small-muscle development.

Parent participation:



Color the apples. Cut on dotted lines.

122

123

(115)

Oct.

Math

Books

"A GHOST STORY"

by Bill Martin

Children listen to teacher and respond to tape and teacher questions.

Group Size Large

Concept Words: Ghost, shape, how many

Materials:

Cassette player
Cassette tape: "A Ghost Story" - Bill Martin
Book "A Ghost Story by Bill Martin

Procedure:

Play tape.
What shape is the moon?
What shapes do you see in the house?
How many stairs led you down the dark, dark house?
What shapes to you see in the cupboard?
Where does the evil spirit live?

Integration of curriculum:

Oral language, E.S.L.

Parent participation:

October

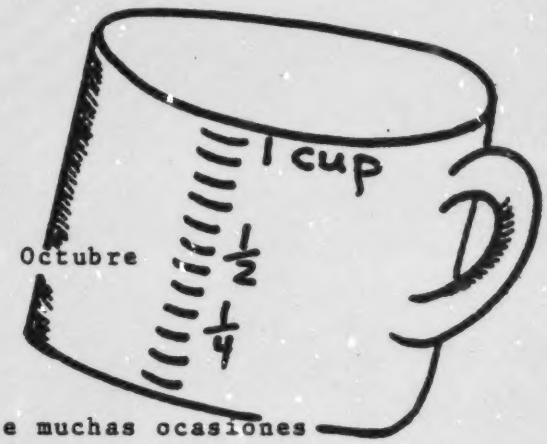
Dear Parents,

Cooking provides many occasions for your child to:

1. plan and work with others
2. learn to measure, and the different ways
3. follow a recipe
4. enjoy eating the product
5. cooking and tasting different foods
6. developing language skills

Ask your child what we did today.

Sincerely,



Octubre

Estimados Padres,

El cocinar en la clase ofrece muchas ocasiones para que su hijo/a haga las siguientes cosas:

1. planear y trabajar con los demas
2. aprender a medir de diferentes maneras
3. seguir una receta
4. gozar y comer el producto de su esfuerzo
5. cocinar y probar diferentes comidas
6. desarrollar destrezas de lenguaje

Preguntele a su hijo/a acerca de lo que cocinamos hoy en la clase.

Sinceramente,

Oct.

Math

Cooking

Large or Small

JACK-O-LANTERN JUICE

Be introduced to cup and tablespoon measuring

Group Size

Concept Words: Cup, tablespoon, measure, dissolve

Materials:

Nonfat dry milk powder
Orange flavored breakfast drink powder (not Cool aid)
Sugar
Vanilla
Ice cubes
Tablespoon and 1/4 cup measure
Plastic spoon and baby food jar with a tight-fitting lid for each child

Procedure:

Teacher prepares ahead of time:

5-1/4 cups powdered milk	)	Mix together dry
3-3/4 cups orange drink powder	)	ingredients; blend in
1-1/2 cups sugar	)	vanilla; store in air
6 teaspoons vanilla	)	tight container.

For 1 serving, child measures 3 scant tablespoons of mix, 1/4 cup water, and 1 ice cube into baby food jar. Cover tightly and shake until well blended.

Talk about the color, taste, what happens when water is added to the powder, what the ice does.

Integration of curriculum:

Language; science.

Parent participation:

(118)

Oct.

Math

Recipe

PUMPKIN MUFFINS

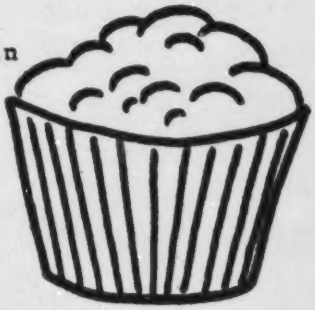
Students will become familiar with measuring terms.

Group Size: Small

Concept Words: 1/2 cup, 1 cup, teaspoon, grease, stir, bake

Materials:

Margarine	Flour	Muffin tin
1 egg	Baking powder	Fork
Milk	Cinnamon	2 bowls
Canned pumpkin	Nutmeg	
	Raisins	



Procedure:

1. Preheat oven to 400°
2. Grease muffin cups.
3. Beat 1 egg slightly with a fork
4. Add 1/2 cup milk, 1/2 cup pumpkin, 1/4 cup melted margarine
5. In another bowl, stir 1-1/2 cups flour, 1/2 cup sugar, 2 tsp. baking powder, 1/2 tsp. salt, 1/2 tsp. cinnamon 1/2 tsp. nutmeg.
6. Combine all ingredients and stir. Batter should be lumpy.
7. Add 1/2 cup raisins.
8. Fill muffin cups 2/3 full.
9. Bake 18 - 20 min.

Integration of curriculum:

Measuring, math vocabulary

Parent participation:

Send copy of recipe home.

Oct.

JACK-O-TREATS

Math

Measurement

Cooking

Group Size — Small

Concept Words: Rice crispies (cereal), margarine, melt, stir, count, drop, mix, ingredients

Materials:

Cereal
Marshmallows
Hot plate
Pot
Large wooden spoon
Waxed paper
margarine
Wooden sticks
Measuring spoon
Knife
Food coloring
Gum drops

Procedure:

Be sure students wash hands.
Go over all measurements first.
Allow students to measure before using ingredients.

Questions:
(1) What happens to the margarine and marshmallows?
(2) How do we make orange color?
(3) What does mix mean?

Integration of curriculum: Science -what happens?

Health, cleanliness. Art, colors. Language -relate to Halloween.

Parent participation:

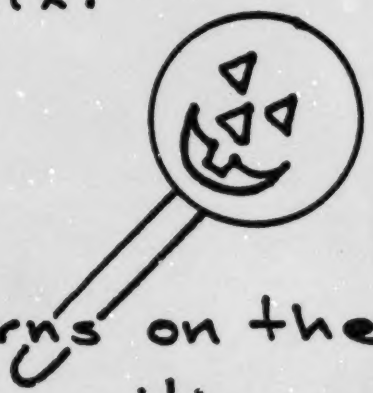
Recipe for JACK-O-TREATS

- 10 marshmallows
- 4 tablespoons margarine
- 1 cup rice crispies
- 3 drops orange food coloring

2 drops of yellow + 1 drop red

Wash hands!

Measure the margarine.
Count the marshmallows.
Measure the rice crispies.
Melt the margarine in the pot.
Stir marshmallows until melted.
Add food coloring.
Add cereal and mix.



Form Jack-O-lanterns on the stick and decorate with gum drops.

Oct.

Math

Circle

DOUGHNUTS

Teach circle

Group Size 2 - 3 Interest center with adult

Concept Words: Circle, fry

Materials:

Prepackaged biscuits (Pillsbury, etc.)
Frying pan, oil
Doughnut punch
Powdered sugar

Procedure:

Biscuits are 10 to a package. Plan accordingly.
Have child carefully punch center hole into biscuit round. He will have both a dougnut -circle, and the hole - a miniature circle.
Fry both doughnut and hole in hot oil until golden on both sides. Drain. Roll in powdered sugar. Child gets to eat his "circles".

Integration of curriculum:

Followup to circle lessons.

Parent participation:

Oct.

Math

Recipes

ORANGATANG

Children will measure, mix and drink a nutritious juice.

Group Size Large

Concept Words: Measure, one-half cup, mix, drink, orange juice, cranberry juice, stir

Materials:

9 oz. drinking cups (1 per child)
1/2 measuring cup
Orange juice - chilled
Cranberry juice - chilled
Spoon

Procedure:

Allow children (one at a time) to measure 1/2 cup chilled orange and 1/2 cup chilled cranberry juice into their 9 oz. cup. Stir. Drink.

Integration of curriculum:

Health/nutritution
Oral language
E.S.L.

Parent participation:

THE WITCH'S MOUSE. . . .

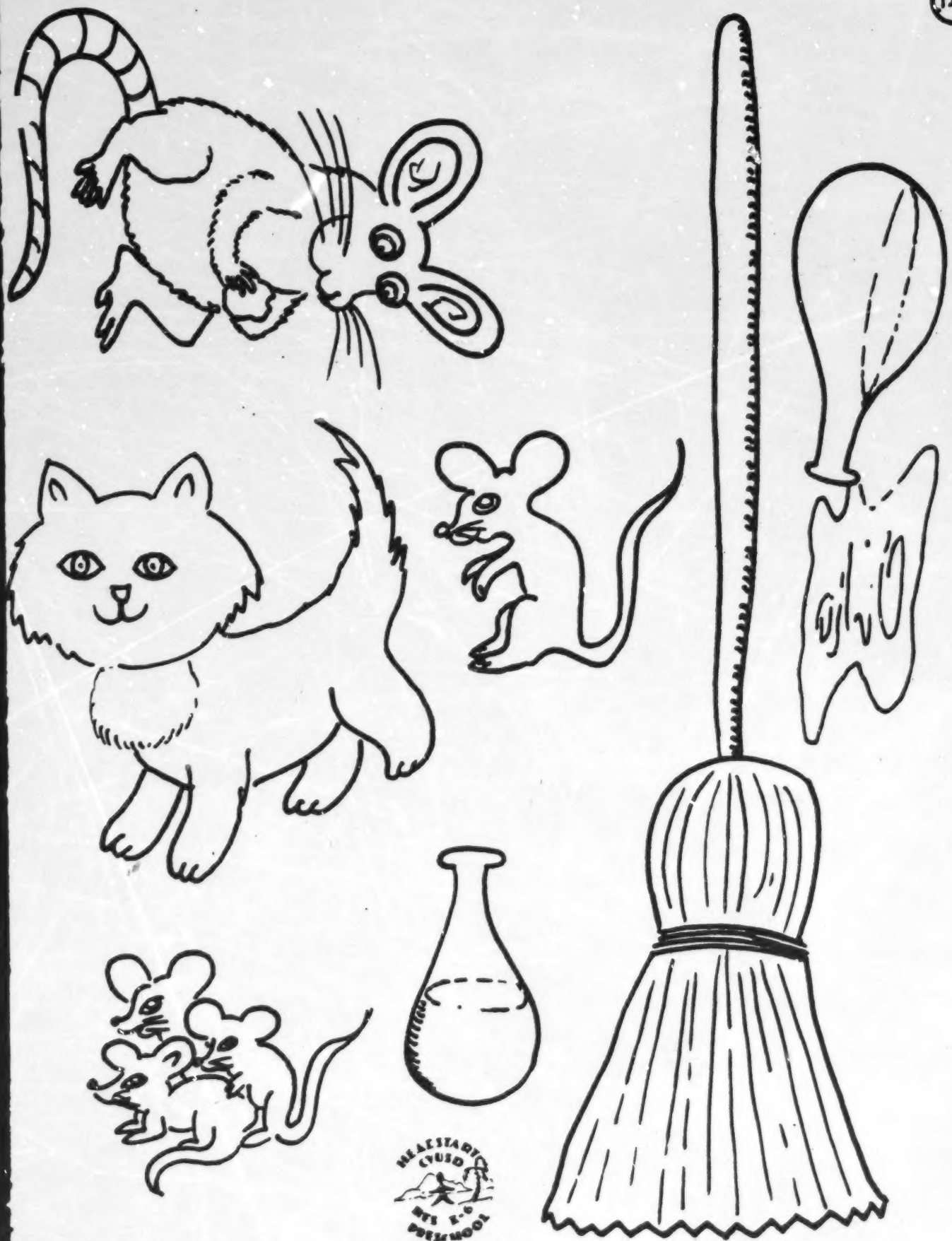
ENGLISH	DIRECTIONS	ESPAÑOL
A couple of days before Halloween the four little mice who lived in a cozy hole in the witch's kitchen smelled A smell. Oh, what a smell! It teased the noses and curled the toes of the four wee mice. Big brother mouse peeked out from behind the witch's broom into the room.	1) Place broom to far right of flannel board with brother mouse and 3 little mice behind broom ready to pull out.	Unos días antes de Halloween, los cuatro ratoncitos que vivían en un rinconcito de la cocina de la bruja, olieron un olor. ¡Y que olor más sabroso! Las narices de los cuatro ratoncitos gozaban de ese olor, y sus pies querían bailar. Lleno de curiosidad, el hermano mayor se acercó por detrás de la escoba de la bruja y miró al cuarto.
The witch was peeling gorgeous red, yellow, and green apples to make apple tarts to give to her friends. The four little mice sniffed the lovely smell with their wee noses quivering, their tiny tails wiggling, and their hungry tummies mumbling.	2) Place witch on board with flask near her feet and sneakily pull mice out onto board.	La bruja estaba pelando esplendorosas manzanas rojas, verdes y amarillas para hacer tartas (pastelitos) de manzanas como regalos para sus amigas. Los cuatro ratoncitos olfatearon el sabroso olor y les temblaban sus delicadas narices y sus cuatro panzitas les rugían.
The witch was peeling lots of apples because she had lots of friends. Some of the peelings had slipped from her bowl and were slithering down to the floor.	3)	La bruja estaba pelando muchas manzanas porque ella tenía muchas amigas. Parte de las cáscaras de las manzanas habían caído de la olla al suelo.
Her magnificent cat was sitting near her purring a happy deep purrrrr and thinking of a dinner of tasty treats.	4) Put cat near her feet.	El magnífico gato negro de la bruja estaba sentado a su lado, muy contento pensando en una buena cena.
Brother mouse leaned out and knocked over the broom. CRASH. CLATTER. CRACKLE. The broom handle knocked over a flask of magic potion which the witch had prepared. The magic potion spilled in a shimmering puddle on the floor.	5) Pull brother mouse out knocking broom down and flask over.	El hermano mayor de los ratoncitos se inclinó para ver más y, de repente, la escoba se cayó, produciendo un fuerte ruído. El palo de la escoba hizo caer a una botella de una poción mágica que la bruja había preparado. La poción mágica se derramó (volcó) y formó un charco brillante en el suelo.

ENGLISH	DIRECTIONS	ESPAÑOL
"Aye-eeee!" said the witch. "Growlllllll!," said the cat. "Ooops," said the mice. Brother mouse started to run back to his hidey-hole but ran splish-splosh through the puddling, shimmering magic potion.	6) Make brother mouse "walk through puddle."	- ¡ Ay! dijo la bruja. - ¡ Grau! Dijo el gato. - ¡Iiiii! dijo el ratoncito. El ratoncito empezó a correr a su casita, que era un hueco en la pared, pero para llegar allí tuvo que pasar por la poción mágica y así se empapó todito con la poción.
WHOOSH! SUDDENLY, MAGICALLY... Brother mouse was as <u>big</u> as the witch's cat. His sisters skittered back behind the broom while brother mouse stood there amazed at his size. The witch's cat leaped over the witch and hid behind her skirts.	7) Place BIG MOUSE over brother mouse.	¡De repente, mágicamente, el ratoncito quedó tan grande como el gato negro de la bruja! Sus hermanitas corrieron por detrás de la escoba mientras que el hermano ratón allí se quedó, lleno de asombro y maravillándose de su nuevo tamaño grande. Y el gato brincó al otro lado de la bruja y se escondío por detrás de sus largas faldas negras, temblando de miedo al ver al
The whole room was quiet. The witch looked at him. The witch's cat peeked at him. His sisters peered at him. Brother mouse looked down at his huge feet. He looked around at his long tail.	8)	ratón ahora tan grande. Un silencio profundo vino sobre todo el cuarto. La bruja miró al ratón ahora tan grande. También le miró el gato asustado. Y le miraron sus hermanitas llenas de asombro. El ratón que ya no era ratoncito miró para abajo y vio unos pies enormes que eran de él. Y miró la cola tan larga que ahora tenía.
He felt so strange. Brother mouse didn't feel like himself. He felt big and awkward. His feet were clumsy and when he wiggled his tail it knocked into the table leg.	9)	Se sintío tan raro (extraño), tan diferente de antes. Se sentía grande y torpe. Los pies le parecían demasiado grandes y muy feos y, cuando se movía la cola, le pegaba sin querer a la pata de la mesa.

ENGLISH	DIRECTIONS	ESPAÑOL
"Oh, no," he said aloud "I want to be me." His voice scared him. He boomed loudly instead of squeeking softly. "Oh, please, Madame Witch, will you help me. I want to be me again. I want to be able to go into my warm and cozy hidey-hole-home with my tiny sisters," his voice roared into the quiet room.	10)	- ¡O, no! dijo en voz alta. -Yo quiero ser como era antes.- Hasta su voz le daba miedo porque ya era muy fuerte y zumbaba por todos lados en vez de ser suave y delicada como era antes. -O, por favor, Señora Bruja, ayúdeme. Yo quiero ser como era antes. Yo quiero poder entrar a mi casita en el hueco de la pared y estar con mis hermanitas.- ¡Que fuerte se oía la voz del ratón en el cuarto tan quieto!
"Yes, I see you have a great huge problem," said the wise witch. Stand exceedingly still. Wiggle your nose three times and lash your tail twice while I say a potent incantation." Brother mouse wiggled his nose three times and lashed his tail twice while the witch said in solemn tones: "Mouse of the house is much too large, Magic spell reduce his size, A - B - C - D W - X - Y - Z NOW!"	11)	-Si, yo veo que tienes un gran problema.- dijo la bruja, quien era muy sabia. -Párate casi sin mover. Muévete la nariz tres veces y azota la cola tres veces mientras que yo recito una encantación muy potente. El hermano ratón hizo todo lo pedido mientras la bruja dijo en voz muy solemne: El ratón de la casa es mucho más grande de lo que debe ser, pero Las palabras mágicas de él un ratoncito volverán a hacer.- A - B - C - C W - X - y - Z ¡AHORA!
As the wonderful witch snapped her fingers brother mouse grew smaller and smaller and smaller.	12) Take big mouse off leaving little mouse.	Y, en cuanto la maravillosa bruja se tronó los dedos, el hermano ratón se volvío a convertir en un ratoncito más y más pequeño hasta que llegó a ser exactamente como era antes.

ENGLISH	DIRECTIONS	ESPAÑOL
The wise and wonderful witch snapped her fingers at just the right moment and brother mouse was just his own size. He ran off to join his sisters saying, "Thank you, dear witch." The witch tossed a lovely, long curl of apple peeling to him to drag into his hidey-hole-home for a mouse party.	(12)	Y se fue corriendo con mucha prisa para estar con sus hermanitas, pero no sin decir, -Muchísimas gracias, querida bruja.- Y la bruja le tiró un largo y rico pedazo de la cáscara de las manzanas para que lo llevara a su casita. Y allí dentro los ratoncitos celebraron una maravillosa y divertida fiesta.

HEADSTART CVUSD PRESCHOOL



MEADOWDALE
LYUSD
DIS E-D